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Given Lee

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**The Dissertation Committee for Given Lee Certifies that this is the approved
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**The Teacher-Student Relationship in an EFL College Composition
Classroom: How Caring is Enacted in the Feedback and Revision
Process**

Committee:

Diane L. Schallert, Supervisor

Elaine K. Horwitz

Davida H. Charney

Anna E. Maloch

Leslie H. Jarmon

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Process**

by

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Dedication

To my family

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The Teacher-Student Relationship in an EFL College Composition Classroom: How Caring is Enacted in the Feedback and Revision Process

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The purpose of this study was to explore how Korean college students developed their English composition abilities based on their teacher's written comments on their class assignments. Drawing upon Vygotsky's (1978) socioconstructivist perspective on learning and Noddings' (1984) concept of care, I focused on the relationship between teacher and students and the effects of that relationship on the feedback and revision process. Participants included one non-native teacher of English and 14 students enrolled in a six-week summer English academic writing class in a Korean university in which the teacher employed the process writing approach to help students learn to write in English and the students were encouraged to revise their drafts from her written comments. Data were collected from formal, informal, and text-based interviews, class observations, and students' writing samples commented on by the teacher. In this study, the feedback and revision process was not portrayed as an intellectual activity involving only the teacher

and each student, but as a social activity that involved a highly complex, dynamic, and interpersonal process. Despite various constraints and conditions, when the teacher committed herself to helping her students learn to write in English, the students generally responded to her with respect and appreciation. Particularly, her written comments allowed her and her students to meet as the one-caring and the cared-for respectively. However, for caring to be developed and sustained, building trust in each other was a necessary condition, one that was problematic for some students. Three major contributions of the study include the following: (1) an expansion of Noddings' (1984) conception of caring to the English academic writing education in a foreign language context; (2) a re-envisionment of the cognitive process model of writing and revision in which the success of writing and revision was determined by students' knowledge and their intention in revision, now adding the role of the relationship between teacher and student; and (3) a new view of the feedback and revision process not as a product but as a frame within an EFL classroom.

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CHAPTER 1

INTRODUCTION

Purpose of the Study

The main purpose of my inquiry was to investigate how Korean university students who were learning English in an EFL context develop their writing abilities based on their teacher's written feedback on their compositions. I chose to explore how the relationship between teacher and student might influence the ways a teacher provided written comments on student writing and the processes by which students used teacher comments as they revised their papers. As Goldstein (2005) noted, the process of writing and revision is a social activity that involves "a complex process, with multiple factors interacting and mediating each other, through a cyclical process within which these multiple student texts and teacher commentary texts are created" (p. 24). Within these factors, the relationship between teacher and student played a critical role in the feedback and revision process (Blakeslee, 2001; Dong, 1996; Prior, 1995b).

Drawing upon Vygotsky's (1978) socioconstructivist perspective of learning and Noddings' (1984) theory of care, I hoped to explore how a caring relationship between teacher and student could create a learning environment for enhancing learners' intellectual development based on what a teacher wrote in the margins of students' paper.

Statement of the Problem

In Korea, although English is very important for determining entrance to the university, it is a foreign language, not used as “one of the primary means of communication in the society but taught simply as a school subject” (Oxford & Shearin, 1994, p. 14). Even though English education in schools appears to focus on increasing the four skills of English (e.g., listening, speaking, reading, and writing), concentration has actually been on the preparation of students for the college entrance examination, which tests students’ receptive skills (e.g., listening and reading) rather than productive skills (e.g., speaking and writing). Particularly, as English writing is not immediately connected to anyone or anything in the students’ lives, teaching and learning to write in English has been considered of secondary importance in relation to other aspects of language skills (Kim, 1995). Consequently, most Korean college students have not learned to write in English throughout their education. In particular, they have not experienced learning to write in English from a multiple drafting and revising approach under a teacher’s careful guidance.

As a second language learner of English, educated in such an environment, I have experienced joy and sorrow while in graduate school in the United States. Throughout my studies, I have been engaged in a variety of writing tasks and have received various types of teacher written comments. While revising my texts, I sometimes felt frustrated because I did not know how to change my paper based on my teacher’s comments. However, in general, I felt appreciated when I received written commentary on my writing.

Particularly, upon receiving encouraging and supportive feedback, I felt I was taken care

of by the teacher, and this cared-for feeling by the teacher motivated me to revise and improve my drafts. While revising my papers based on the teacher written comments, I often strongly felt a sense that teacher written feedback on my writing was playing an important role in connecting me with the teacher on an individual level. The writing experiences I have had in my graduate program motivated me to set me out to investigate the relational nature of the teacher-student interaction in a composition classroom in a Korean university.

A search of the literature reveals a wide body of research into teacher response to student writing in first language contexts (Brannon & Knoblauch, 1982; Daiker, 1989; Faigley, 1986; Flower, Hayes, Carey, Schriver, & Stratman, 1986; Hillocks, 1982; Sommers, 1982; Sperling & Freedman, 1987; Ziv, 1984). These initial L1 studies reported that teachers' written comments did not always play a positive role in helping students improve in subsequent drafts. For example, after reviewing L1 studies on teacher response to students' writing, Hillocks (1986) and Brannon and Knoblauch (1982) concluded that regardless of how written comments were delivered, in the margins or at the end of the paper, or in red or black pen, students did not appreciate their teachers' written comments. In L1 composition classroom, there was a corresponding rise in the use of peer feedback or teacher-student conferencing in L1 composition classrooms.

In terms of teaching English writing to second language learners, until the mid 1980s, there was little L2 writing research to draw upon in building theory or planning writing courses (Krapels, 1990). Second language writing specialists, therefore, adopted L1 writing theories, models, and techniques for L2 writing research and practice (Johns, 1990). One of the major issues in the literature until the mid 1980s was the nature of the

relationship between writers' L1 and L2 and whether their processes in L1 and L2 writing were the same or different (Krapels, 1990; Silva, 1993; Zamel, 1985). However, with the exception of a few articles published in the mid-to-late 1980s (Radecki & Swales, 1988; Zamel, 1983, 1984, 1985), until the early 1990s, there had been little research on written commentary on student writing in second language writing (Goldstein, 2005).

Some L2 studies of the effects of teacher written responses to student writing have showed that error correction /teacher commentary is not effective or particularly helpful for students to improve in their subsequent writing (Kepner, 1991; Robb, Ross, & Shortreed, 1986; Semke, 1984; Truscott, 1996). However, the vast majority of L2 studies on writing and revision have indicated that teacher written comments played a significant role in motivating students to revise and improve their drafts, thereby contributing to developing their writing abilities (Cohen & Cavalcanti, 1990; Ferris, 1995, 1997; Ferris & Roberts, 2001; Goldstein, 2004; Hyland, 1998). Ferris, Pezone, Tade, and Tinti (1997) explained:

Most experienced writing instructors know that responding to student writing can be the most frustrating, difficult, and time-consuming part of the job. Providing written feedback on student papers is, however, arguably the teacher's most crucial task: It allows for a level of individualized attention and one-on-one communication that is rarely possible in the day-to-day operations of a class, and it plays an important role in motivating and encouraging students. (p. 155)

Leki (1990) also stated that "writing teachers and students alike do intuit that written responses can have a great effect on student writing and attitude toward writing" (p. 58). Moreover, Saito (1994) and Zhang (1995) reported that ESL students unequivocally preferred teacher written commentary over peer feedback and oral feedback. Many ESL teachers have, thus, used this method as the foundation of the course to teach English

writing even though giving written response to student writing takes time and energy.

Among studies that have taken the learner's perspective on teacher written feedback, Hyland (1998) used a case study approach to investigate what impact teacher written comments had on six advanced ESL students and their drafts. Although most students closely followed the corrections or suggestions made by their teacher, the data showed that the use of teacher written comments varied due to individual differences in need and student approaches to writing. In particular, the students' use of written commentary was severely affected by the different experiences students brought with them to the classroom settings and the ways the teachers provided comments on the students' writing. When one of the students received an overwhelming amount of written comments on her writing, although she requested her teacher to correct every error in her paper, her motivation to write and her confidence in writing suffered. Therefore, a more open teacher/student dialogue on feedback is suggested to prevent the miscommunication and misunderstanding.

Similarly, Conrad and Goldstein (1999) explored the relationship between written comments and students' subsequent revisions for one teacher and three ESL students in an advanced composition course in the United States. Focusing on contextual and individual factors, they collected data from the students' drafts before and after comments and teacher-student conferencing. They found that the students were better able to revise certain linguistic characteristics than others. For example, they revised declaratives more successfully than questions and direct feedback more successfully than indirect comments. However, these typical patterns did not appear when an individual student's factors such as content knowledge, beliefs, course context, and pressure of other

commitments were taken into account. All of these factors affected students' revision process. Thus, it is important to look at not only the nature of written comments and types of feedback, but also at individual factors affecting the students when trying to understand the role of teacher feedback in the development of L2 writing.

Taken together, all of these studies have indicated (Conrad & Goldstein, 1999; Ferris et al., 1997; Ferris & Roberts, 2001; Hyland, 1998) that although we need to take into consideration other factors when looking at the feedback and revision process, providing written comments to student writing plays a vital role in developing L2 learners' writing ability in English. However, there has been little systematic L2 writing research on teacher written feedback on student writing. In addition, many L2 writing studies were decontextualized, focusing on the effectiveness of written comments and improvement in the students' texts, without accounting for the consideration of the full complexities of interpersonal relationships or classroom interactions in which written comments were perceived and interpreted (Ferris, Pezone, Tade, & Tinti, 1997; Goldstein, 2004; Leki, 1990; Reid, 1994). Such studies shed light on whether feedback is effective, but did not provide us with information about how the teacher-student relationship might influence the feedback and revision process. As many researchers have claimed (Leki, 1990; Prior, 1991, 1995b; Reid, 1994), there is a growing need for doing research on the teacher-student relationship and its effects on the feedback and revision process.

In the composition classroom, written comments in the margins of students' paper can play a primary means of connecting a teacher with a student and communicating with each other (Ferris et al., 1997). Then, the question arises as to whether teachers can

effectively communicate with their students through such a small space when the writer is not present. More specifically, I was interested in how a teacher can convey his or her message, thought processes, feelings, emotions, and expectations of his or her students in such a limited space, and how a teacher can develop interpersonal relationships with all the students in a class through this written mediation on the students' paper. Straub (1997) reported that when he made his written comments in an informal, unauthoritative, detailed, and elaborated way, his students responded to his written comments better. However, this study did not tell us how written comments on students' drafts played a role in developing the relationship between teacher and student over time. Nor did this study tell us how this relationship might affect the ways teachers provided written comments on students' papers and the ways students responded to them when revising their piece. Particular attention needs to be paid to examining how written comments serve as a means of mediating the relationship between teacher and student through the feedback and revision process.

Another issue that the current literature on written comments on students' writing fails to address is how a teacher's and a student's language ability plays a role in a specific learning context. The majority of L2 writing studies have examined native English-speaking teachers in ESL settings (Braine, 2002; Li, 2007). When it comes to L2 revision, it was likely that miscommunication and misunderstanding would occur when the teacher and the student came from different cultural and language backgrounds (Ferris, 2005; Goldstein, 2005; Hyland, 1998, 2003). There are a few studies that have been carried out by native English-speaking teachers in EFL contexts (Ashwell, 2000; Kepner, 1991; Robb et al., 1986). The focus of these studies was to observe what types of

written comments students were better able to use in revision (e.g., content vs. form) or when the feedback needed to be given (e.g., preliminary or final draft). Additionally, there are also some studies that have investigated non-native English teachers in EFL contexts (Kassen, 1990; Kim, 2002; Reichelt, 2003, 2005). Although these studies have offered valuable insights for understanding the relationship between teacher written commentary and student revision processes, they have yet explored how language ability plays a role in the development of the relationship between teacher and students in the feedback and revision process in a particular composition classroom. As pointed out by Reichelt (2005), ESL and EFL settings have different characteristics relevant to writing, such as the writing teacher's ability to speak the students' native language, the use of the target language in the surrounding environment, and the goals for writing. All of these factors can influence how teachers provide written comments on students' papers, how students respond to them, and how teachers and students develop their relationship from the feedback inscribed on the page.

Demand for writing in English in Korea is steadily increasing due to the growing importance of English in business and education. To prepare for social and educational needs, several Korean universities have begun to offer an academic writing class, employing writing teachers as non-native English teachers. In Korea, due to the lack of sufficient environment in which to receive support and feedback outside the classroom, students rely heavily on teachers' instruction and feedback for developing their writing abilities, and the relationship between the teacher and the student thereby may play a more critical role in this feedback and revision process. However, to date, no studies have explored the effect of the teacher-student relationship on the feedback and revision

processes in a Korean composition classroom. To enhance the quality of English writing education, doing research on how Korean college students learn to write in English deserves considerable attention.

Although there are several qualitative studies regarding the impact of teacher written feedback on student revisions in a second language context (Conrad & Goldstein, 1999; Hyland, 1998), the most common approach to examining student response to teacher written feedback has been to collect survey, self-report data, and quasi-experimental studies (Conrad & Goldstein, 1999). Although these studies offer general information about students' perceptions of, attitudes toward, and preferences for teacher comments, they may not capture the dynamics of the classroom interactions as well as interpersonal relationships between teacher and student in the feedback and revision process. There is a need for qualitative research that can provide a rich description of how the complicated interaction and interpersonal relationship between teacher and student play a role in the feedback and revision practices.

To investigate the issues raised in this study, I relied on two major theoretical frameworks, Vygotsky's (1978) socioconstructivist perspective on learning and Noddings' (1984) concept of caring. Their work has been the greatest long-term educational impact on the relationship between teaching and learning. Within these frameworks, the teaching-learning relationship is portrayed as a social and reciprocal process and learners are conceptualized as active participants in constructing knowledge under their teacher's caring and supportive guidance. In the next section, I introduce these important theoretical constructs.

Conceptual Framework for the Study

Two major constructs served as the theoretical backbone guiding my study. Lev Vygotsky's theory (1978) emphasized the importance of the relational nature of teaching and learning, focusing on the effect of this relationship on learners' intellectual development. Nel Noddings' (1984) caring perspective emphasized the emotional and personal relational nature of teaching and learning. The two frameworks come together in that caring can serve as scaffolding for learners' intellectual development.

Vygotsky's Socioconstructivist Perspective on Learning

Central to Vygotsky's (1978) theory in psychology is the notion that all learning occurs in the social sphere in what he termed the *zone of proximal development*. He defined the zone of proximal development as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). Vygotsky focused on children's learning, but the ZPD framework can be explanatory for any learner. The actual developmental level refers to what learners can do on their own without anyone's help, whereas the potential developmental level refers to how they can perform a given task with the guidance or assistance of others including parents, teachers, or more knowledgeable peers. From Vygotsky's point of view, social action and interaction play fundamental roles in developing learners' higher level cognition. Vygotsky's central concepts working in the

ZPD include *scaffolding* and *semiotic mediation*.

The conceptualization of how the more knowledgeable other supports and guides the learner was first used by Vygotsky and Luria and later labeled as scaffolding by Bruner (1986). Bruner's metaphor of scaffolding refers to a mother's verbal support to promote a child's first language acquisition. In educational psychology, the metaphor of scaffolding has been extended to refer to the process by which parents, teachers, caretakers, or any more knowledgeable peers can help a less-skilled person solve a given task (Lantolf, 2000; Wertsch, 1991). According to Wood, Bruner, and Ross (1976), tutorial interactions are crucial in fostering cognitive development in young children. These authors hypothesized that successful scaffolding is characterized by six actions on the tutor's part: 1) recruiting the tutee's attention, 2) reducing degrees of freedom in order to make the task manageable, 3) keeping the learner going toward goals, 4) identifying the critical features of the task, 5) controlling frustration, and 6) modeling solutions. Cazden (2001) stated that "the name scaffold properly applies only if we have evidence that the learner's competence does indeed grow over time" (p.63).

At an initial stage of learning to write in English, it is likely that EFL college students may feel overwhelmed by the unfamiliarity of academic writing. Thus, how a teacher organizes class activities and writing assignments and guides students can play a critical role in how students perceive English academic writing and pay attention to it.

Another important concept within Vygotsky's view of learning is that of semiotic mediation that includes both verbal and nonverbal signs that serve as a basis of human social interaction. According to Vygotsky (1978), "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level;

first between people (interpsychological), and then inside the child (intrapsychological)” (p. 57). In a Vygotsky’s view, language is first learned through social interaction and then internalized. Once internalized, it serves both to organize thinking and to mediate subsequent learning process. For Vygotsky, an individual’s appropriation and use of the psychological tool of language were fundamental for learning (Bruner, 1986; Schallert & Martin, 2003; Wells, 1999). In the writing classroom, it is possible that a teacher’s comments functions as a means to interact with each individual student, and through this interaction, students may appropriate and internalize good language forms as well as goals for writing, subsequently mediating writing and revising process (Grabe & Kaplan, 1996).

Noddings’s Concept of Caring

Nel Noddings (1984) used the term *caring* to describe a relationship between a person giving care (the one-caring) and a person receiving that care (the cared-for). Since then, the concept of caring has been widely used to explicate the teaching and learning relationship in education (Goldstein & Freedman, 2003; Goldstein & Lake, 2000). For Noddings, caring is not an attribute or personality trait of one individual. Rather, it is “a connection or encounter between two human beings” (Noddings, 2001, p. 15). In a caring encounter, when the one-caring is engaged in the cared-for with full attention and receptivity, *engrossment*, the one-caring’s motivation flows toward the cared-for, *motivational displacement*. Within this concept, the one-caring’s commitment to the cared-for is a necessary condition for developing a caring relation.

Noddings (1984) also emphasized the role of the cared-for in all caring

relationships because the one-caring is dependent upon the cared-for. The cared-for does not have to receive the one-caring as the one-caring receives the cared-for. However, the cared-for must respond to the one-caring somehow because “whatever the one-caring actually does is enhanced or diminished, made meaningful or meaningless, in the attitude conveyed to the cared-for” (p. 61). Without having the cared-for’s reciprocal response to the one-caring, “the one who is the object of caretaking feels like an object” (p. 65).

In school, for a caring relation to be developed and sustained, a teacher as one-caring needs to receive his or her student completely and nonselectively and place his or her motivational power behind the achievement of the student’s wants, needs, and goals. The student, in turn, needs to recognize the teacher’s motives and reveal his or her appreciation with verbal and non-verbal language, even if only momentarily.

Although the cared-for’s response to the one-caring is necessary for developing and sustaining a caring relation, Noddings (1984) placed more emphasis on a teacher as one-caring than on a student because of the unequal relationship between teacher and student. In her view, “the teacher is necessarily one-caring if she is to be a teacher and not simply a textbooklike source from which the student may or may not learn” (p.70). Because the student needs instruction, information, or interpretation, it is a teacher’s responsibility to see the task from his or her own perspective as well as that of the student’s and provide an appropriate learning environment for the student.

To call forth a natural effectance motivation, the challenge must be within the optimal range. If the challenge is too great, the child may become frustrated and look for a way to avoid it entirely or to meet it—however unsatisfactorily—for the mere purpose of terminating it. Failing just to “get it over with” is not an unusual strategy in schools. If, on the other hand, the challenge is too slight, the child may become bored and, again, his approach may deteriorate. (p. 63).

In addition to setting the stage for the student accordingly, a caring teacher has to engage in cooperative practice with the student. This working together on tasks makes it possible for the student to accept greater challenges and maintain a high degree of effectance motivation. Through this cooperative participation with the teacher, the student builds trust in her or his teacher, which then leads the student to master situations of greater complexity and gradually become more competent in the tasks undertaken. Seeing the student's growth and progress in a particular task, the teacher, in turn, feels confident in what he or she has provided for the student.

However, Noddings (1984, 1992) emphasizes that a caring teacher is not necessarily permissive. Rather, he or she does not abstain himself or herself from leading the student or persuading him or her toward an examination of curricular topics. A teacher's drive to guide students into specific ways may decrease the degree of a caring relationship between teacher and student, at least for the moment. In particular, Noddings (1984) noted that conflicts arise when the teacher's engrossment is divided, when the student demands incompatible decisions for the teacher, or what the student wants differs from what the teacher thinks would be best for the student. In these situations, the student may not respond to the teacher's expectations and the level of caring may diminish for a moment. However, if a teacher cares for her students, she always looks for a better way to help her students.

Noddings' (1984) emphasis on the need to study caring came from her efforts to provide an adequate model of the relational nature of a teaching and learning process. As discussed so far, caring can serve as the fundamental basis for learners' intellectual development. However, she rejected the principle of universality because caring takes

different forms from situation to situation and from person to person. Although there are numerous ways of developing a caring relationship between teacher and student, Noddings sees dialogue as a means to “come into contact with ideas and to understand, to meet the other and to care” (p. 186). What much remains to be explored is how a teacher and a student develop a caring relationship through the words they exchange. In the case of a writing teacher, much of this communication takes place in the margins of the student’s paper.

Vygotsky’s (1978) theory serves to explain intellectual development as occurring within social contexts. In particular, his socioconstructivist perspective on learning has changed the role of a teacher from an authoritative figure to that of a coach or facilitator (Leki, 1990), and thereby research on teacher and learner has shifted its focus from the causal relationship between teacher and student to the nature of the relationship between teacher and student. Although Vygotsky emphasized the role of the affective dimension in teaching and learning from a relational perspective, this issue was not fully addressed until the work of Noddings (1984). Because the nature of teaching and learning involves a highly complicated interpersonal relationship between teacher and learner (Goldstein, 1999), a caring encounter between them is necessary to create the greatest zone of proximal development. This caring provides the most essential scaffolding needed for any learning to occur.

Research Questions

Using these two conceptual frameworks and on an analysis of the existing literature on teacher feedback in L2, I explored in this study how a teacher and students develop a caring relationship “in the margins of papers,” and how this relationship may affect the ways a teacher provides comments on the student’s writing and the ways a student responds to the written comments in revision. The following research questions guided my study:

1. How do a teacher and students develop a relationship in an EFL college composition classroom in Korea? How does this relationship change over time?
2. How do a teacher and students define their roles as a writing teacher and comment provider and as a student writer and text reviser?
3. What contextual factors contribute to or detract from developing and /or sustaining the relationship?
4. What types of feedback do a teacher and students consider important to develop the relationship?
5. How does this relationship affect the ways a teacher provides comments on student papers and the processes by which students use teacher comments in revision?

CHAPTER 2

LITERATURE REVIEW

This chapter presents a review of theoretical and empirical work in areas that are relevant to my study. The focus of my inquiry was to explore the relationship between teacher and student, and how this relationship can affect the feedback and revision process in an EFL college composition classroom in Korea. As Matsuda (2005) noted, understanding any research should begin from an examination of the historical background. Thus, I first discuss how writing research has evolved in the field of first and second language writing, focusing on how each paradigm has viewed writing and the role of feedback. I then discuss L1 studies of teacher response to student writing, L2 studies of teacher response to student writing in ESL situations, and L2 studies of teacher response to student writing in FL classroom, respectively. I then move on to talk about the literature on the teacher-student relationship from Vygotsky's (1978) socioconstructivist perspective on learning and Noddings' (1984) conception of caring.

Historical Background: Paradigm Shift in L1 and L2 Writing Research

In both L1 and L2 writing research, a paradigm shift has occurred several times during the past 30 years in the United States. The focus in writing research has moved from a product view of writing, to a process view of writing, and most recently, to a

social view of writing. This shifting has led to changes both in what researchers study, in how writing teachers practice their teaching, what types of feedback they provide to student writing in composition classrooms. To explore research relevant to my focus on how Korean university students develop their writing abilities from their teacher's feedback on their papers, it is necessary to situate my study in the history of writing research. One final section that I include is a description of the different types of feedback that are most commonly used in responding to student writing.

Writing and the Role of Feedback within a Process Approach

Until the 1970s, a product view of writing prevailed in both L1 and L2 writing research and practice. In this view, writing was conceived as a final piece, and writing instruction focused on writing essays, paragraphs, or sentences in correct forms. Feedback functioned as a form of evaluation or error correction of the grammar, diction, and style of the piece (Berlin, 1982).

In the early 1970s, Emig (1971) published her L1 study, *The Composing Processes of Twelfth Graders*, the first major study of the student composing process to respond to the shift in composition orientation from product to process (Krapels, 1990). Using a case study approach, Emig collected data from multiple perspectives including students' think-aloud protocols, observations of their writing activities, and analyses of final written products, and reported on the writing processes of eight high school seniors. She concluded that all students in her study followed a series of steps-prewriting, writing, and revising as they composed, and that these stages were recursive rather than linear.

Both the think-aloud protocols she used for her study and the process approach to writing have been widely adopted by those who viewed writing as a process rather than as a final product (Berkenkotter, 1983, 1984; Bridwell, 1980; Faigley & Witte, 1981; Flower & Hayes, 1981; Flower et al., 1986; Flynn, 1983; Gebhardt, 1983; Murray, 1978; Perl, 1979; Sommers, 1982; Witte, 1983; Ziv, 1984). Heavily influenced by cognitive psychology, these researchers assumed that the more we understand the minds of human beings, the better we can teach writing.

In a non class study of the L1 writing process, Flower and Hayes (1981) proposed “a model of the writing process that was cognitive in nature, focusing on the writing task, audience, purpose, and prior knowledge, and requiring the writer to choose among a range of composing strategies, all while monitoring the developing pieces and one’s own practices” (Durst, 2005). Their model has been very influential in both L1 and L2 writing research and practice. Using audio-taped think-aloud protocols, their studies mainly compared beginning college students with more experienced, published writers, and described the problem-solving strategies these writers engaged. They observed that all writers underwent three universal sub-processes of writing as they compose: planning, translating, and reviewing. In this writing process, compared with more experienced writers, the first-year college students showed difficulty having a sense of the purpose of their writing, the audience, strategy use, and the ability to monitor their work.

Similarly, when it comes to revision, writing process researchers noted that writers went through several stages such as reading the text, detecting problems in text, selecting a strategy, and revising the text. Based on the analysis of the writers’ think-aloud protocols, Flower, Hays, Carey, Shriver, and Stratman (1986) observed that novice

writers made fewer substantive revisions, mainly concentrating on low-level surface changes, whereas experienced writers transformed their texts (Beach, 1976; Herrington, 1992; Murray, 1978; Perl, 1979; Sitko, 1992; Sommers, 1982). These scholars viewed the role of feedback as a continuous response to student writing under the assumptions that the quality of writing will improve in the next draft. When the process approach became part of instruction, peer collaboration and teacher-student conferences were popular techniques by which teachers and students could interact with each other to help students in writing.

By the early 1980s, the number of ESL students had drastically increased in the United States. However, there was not much L2 writing research and practices to apply in teaching ESL students. Second language writing researchers and teachers, therefore, relied on L1 composition theory and practices, the process view of writing and revision for L2 writing research and instruction, and feedback to students' writing also followed from the perspective of L1 writing research and practice. Consequently, many findings of L2 writing research were similar to those of their L1 counterparts. The major interest in the L2 literature was about whether L1 and L2 writers employed the same or different strategies, manners, and processes as they were composing and revising their writing.

In a process view, writing is a recursive and creative process or a set of behaviors that is very similar in its broad outlines for first and second language writers (Silva, 1990; Zamel, 1985). Various types of feedback practices including multiple writing and revision approach, peer feedback, and individual conference were introduced to both L1 and L2 writing instructors (Ferris, 2003a). Although this view emphasized the cognitive sides of the writing process and saw the writer as an active information processor and

meaning maker, it neglected the social, cultural, and political contexts in which writers were situated as they composed (Horowitz, 1986a, 1986b; Liu, 1999)

Writing and the Role of Feedback within a Social Approach

From the mid- to late 1980s, opponents of the writing process approach increasingly challenged the social science methodology, mechanistic view of the writer, and lack of attention to cultural factors often reflected in the research (Bizzell, 1992). The focus of composition moved from an examination of a cognitive process to an examination of the social, ethnographic, and political particular context surrounding writing (Durst, 2005). According to Faigley (1986), the central assumption of the social view of writing is that the “processes of writing are social in character instead of originating within individual writers” (p. 528), and that “human language (including writing) can be understood only from the perspective of a society rather than a single individual” (p. 535). Cumming (1998) stated that “writing is text, is composing, and is social construction” (p. 61). As a new paradigm, the social view of writing put a great deal of emphasis on the context surrounding a specific discourse community. For example, Bizzel (1982) stated:

What is most significant about members of a discourse community is not their personal preferences, prejudices, and so on, but rather the expectations they share by virtue of belonging to that particular community. These expectations are embodied in the discourse conventions, which are in turn conditioned by the community’s work. (p. 219)

Writing researchers who saw the importance of a discourse community began to pay attention to college or graduate students who were entering into a new academic discourse community (Bazerman, 1980, 1985; Berkenkotter, Huckin, & Ackerman, 1988;

Herrington, 1985, 1992; Walvoord, Hunt, Dowling, & McCarthy, 1997). These researchers observed how these students understood and coped with college writing generally. In order to examine students' experiences and coping strategies, rather than relying on experimental methods in which students respond under controlled conditions to a prompt supplied by the researcher, the proponents of a social view of writing adopted a more "naturalistic" approach influenced by qualitative and ethnographic methods (Berkenkotter, 1991; Durst, 2005). For example, Herrington(1985), using a case study methodology, focused on the demands of writing in a chemical engineering course, again finding that instructors expected students to approach their writing very differently than they were taught to write essays in English, but often without giving students a clear sense of these differing expectations. Similarly, Walvoord, Hunt, Dowling, and McCarthy (1997) examined students' writing practices in various academic disciplines and found that students worked more effectively when task demands and expectations were explicit, assignments were broken up as much as possible into discrete steps, and peer work and groundwork were incorporated.

Taken as a whole, all these studies (Berkenkotter, 1991; Herrington, 1985, 1992; Walvoord et al., 1997) suggest that "classrooms are complex environments, that task expectations are communicated through explicit and implicit processes, that students represent and undertake tasks in socially and individually conditioned ways" (Prior, 1991, p. 270). In this view, there are a great many different academic discourse communities. Different disciplines may have different expectations and employ different discourse manners, strategies, and conventions. The goal of a social view of writing, therefore, is to understand how students adjust to a new academic discourse community and to help them

learn to write for that particular context. The role of feedback, in this view, is to help students to acquire specific information and knowledge that the particular academic discourse community requires and to compose writings that fit the expectations of the distinct academic discourse.

In the field of second language writing, from the mid-to late 1980s, a new movement arose within the process approach as a reaction to immediate pedagogical concerns in U.S. higher education (Matsuda, 2003). As the number of international students on U.S. campuses, especially graduate students, increased, some L2 writing researchers who had taught English for Specific Purposes or English for Academic Purposes began calling for a shift of focus from a process view of writing to a focus on academic writing (Horowitz, 1986a, 1986b; Reid, 1984). First, these scholars started to question the adaptation of L1 studies and practices to the ESL writing context, pointing out that the writing process does not adequately address the central issues in ESL writing in real academic settings (Reid, 1984; Silva, 1990). Particularly, Horowitz (1986a) claimed that the writing process bears little resemblance with real academic situations in which students will find themselves and neglects the sociocultural context. The alternative instructional methodology should aim at helping to socialize students into the academic discourse context. Other scholars began to note that L1 and L2 writers are inherently different in nature (e.g., L1 transfer to L2 learning) and to suggest that special instruction (e.g., intervention for error correction) should be provided for non-native English speakers (Ferris, 1995, 1997, 2001; Leki, 1990; Silva, 1990, 1993; Zhang, 1995).

To find ways to help the growing number of international students, especially graduate students, on U.S. campuses, L2 writing researchers set out to examine various

aspects of academic writing in relation to their specific contexts of use across disciplines, including academic discourse genres and the range and nature of academic writing tasks (Matsuda, 2003). L2 scholars especially investigated how non-native writers of English underwent social, cultural, and intellectual processes of enculturation or socialization into a specific academic discipline based on teacher response to their writing (Belcher, 1994; Blakeslee, 2001; Casanave, 1995, 2003a; Dong, 1996; Fox, 1994; Prior, 1991, 1995a, 1995b). Among these studies, Prior (1991) observed that the role of the professor influenced how students construed their roles and their authority in writing. Similarly, Goldstein and Kohls (2002) found that the interaction between teacher and student affected students' use of teacher comments in revision. Other researchers reported that the teacher-student relationship played a critical role in how students learned to write for their particular academic research communities (Belcher, 1994; Blakeslee, 2001; Dong, 1996; Prior, 1995b).

As can be seen from the literature reviewed so far, L1 and L2 writing research has undergone several paradigm shifts in the past thirty years. Whenever a paradigm shift takes place, this shift also influences the focus of writing research as well as the emphasis on the role of feedback in the instruction of writing. As Cumming (1998) stated, therefore, learning to write may be a process of personal growth in a social context and for this reason, cultural, contextual, and individual differences cry out to be understood.

Descriptions of Different Types of Interactions between Teacher and Student about Student Writing

Because the focus of my inquiry was to explore how the teacher-student relationship affects the ways a teacher makes comments on student writing and students respond to teacher comments, documenting what types of interactions teachers and students typically pursue in talking about students' writing and revision is important. In the following, I discuss the research on the four major types of interactions that writing teachers usually employ to provide comments on student writing: written commentary, peer feedback, individual conferences, and online feedback, respectively.

Written Comments

Paradoxically, although written comments are the most widely used method for responding to student writing, there have been relatively few studies on written comments so far (Ferris et al., 1997; Goldstein, 2005; Sommers, 1982). Typically, students submit their drafts to the teacher and the teacher reads them and provides comments on the drafts. Students then revise their texts based on their teachers' written comments on their writing. One of the major issues that has been addressed in this mode is whether teachers' written comments can help students develop their writing ability without appropriating their texts (Brannon & Knoblauch, 1982; Sommers, 1982; Straub, 1996, 1997; Zamel, 1985). In fact, several early L1 studies showed that written comments do not serve as a means of effective communication between teacher and student (Brannon & Knoblauch, 1982; Faigley & Witte, 1981; Hillocks, 1986; Ziv, 1984). When

it comes to L2 research, however, the role of written comments on student writing has showed a somewhat different picture. Although this mode may cause some miscommunication and misunderstanding between teacher and student (Conrad & Goldstein, 1999; Goldstein, 2004, 2005; Hyland, 1998, 2003; Hyland & Hyland, 2001), written comments have the potential value for motivating students to revise their draft (Leki, 1991; Saito, 1994; Zhang, 1995) and to improve their writing (Fathman & Whalley, 1990; Ferris, 1995; Ferris et al., 1997; Goldstein & Conrad, 1990). Consequently, in ESL situations, written comments are the most popular methods that teachers use to interact with students to talk about students' writing.

Peer Feedback

The essence of peer feedback is to hear multiple perspectives from a wide audience (Shepherd, 1992; Cho, Schunn, & Charney, 2006). This method, which is favored by the writing workshop pedagogy, has been widely employed to teach writing in the first language context. Typically, students provide oral or written feedback to their peers' papers, and those who receive feedback revise their texts based on their friends' comments on their writing. However, some scholars have questioned the application of the process approach to the second language classroom because L1 and L2 writers differ in nature (Krapels, 1990; Silva, 1993), including students' level of the target language and cultural differences toward peer response. Thus, the effectiveness of peer feedback in the instruction of writing in a second language classroom is not always persuasive, particularly in a foreign language classroom.

Two central issues regarding peer feedback concern whether students feel comfortable providing comments to their friends' writing and whether students value and use them as they revise their texts (Ferris, 1995; Hedgcock & Lefkowitz, 1992; Leki, 1991). Extensive literature in second language writing has shown that ESL students prefer to have teacher feedback over peer feedback (Leki, 1991; Saito, 1994; Zhang, 1995). In a survey, Leki (1991) specifically asked ESL students what they considered to be "the best source of help with their written work" (p.216). The instructor was judged to be the most helpful source and fellow ESL students the least helpful. In Korea, teachers are typically viewed as the more knowledgeable persons who are responsible for responding to student work. Additionally, regardless of the quality of the commentary, evaluating or pinpointing errors in peers' work is viewed negatively. Thus, it may be challenging to incorporate peer feedback into classroom practices to provide comments on student writing in a Korean classroom.

Individual Conference

Individual conference is another type of frequently recommended pedagogical technique by writing process practitioners. Individual conferences typically take place in the teacher's office or a similar private setting. In the conference, the teacher offers his or her perspective on the student's writing and the student can talk and ask about his or her writing without drawing attention from others. Thus, this type of interaction may work well for students who have difficulty stating their opinions in a large group of people (Conrad & Goldstein, 1999; Goldstein & Conrad, 1990; Patthey-Chavez & Ferris, 1997;

Reid, 1993; Sheppard, 1992) or for groups of students who would like to hear more from their teacher than from their peers. The interaction primarily takes an oral form. Through the dialogue, the teacher and the student can address the student's needs (Patthey-Chavez & Ferris, 1997; Reid, 1993). Therefore, this technique may be useful for students who have sufficient target language ability or for teachers who share the same language as his or her students. This mode has been widely adopted in U.S. graduate programs as a way of helping students' enculturation into the specific academic discourse community (Belcher, 1994; Blakeslee, 2001; Dong, 1996; Prior, 1995b). In Korea, some professors use this technique as an instructional option for helping graduate students write their thesis or dissertation or for helping college students revise their drafts more effectively from their teacher's written comments on their writing. However, it seems very difficult to incorporate this method in a language classroom due to many contextual constraints, most notably the number of students one teacher has to deal with. For these reasons and others, written comments are likely to remain the most viable and common form of response to student writing.

Online Feedback

Over the last two decades, with the increase in the use of computer-mediated instruction, computer-mediated communication has become a new modality by which to provide comments on student writing (Kang, 1998). This mode allows students to receive immediate feedback from their teacher and classmates in a less formal environment (Murray, 1991; Tuzi, 2001; Warschauer, 1997). However, L2 studies on online feedback

have reported that this format enhanced the quantity of writing but showed conflicting results regarding the quality of writing.

Warschauer (1997) stated that online features of communication provided an impressive array of new ways to link learners without any time and place constraints. Tuzi (2001) conducted a year-long study of online writing and e-feedback in freshmen composition courses and concluded that this method was a useful tool for writing, receiving feedback, and expanding the audience, allowing L2 writers to feel that they are writing to more than just their classmates or instructor. However, Braine (1997) offered a more critical view of e-feedback based on his comparison of traditional writing to local-area-network (LAN)-based writing. Braine concluded that LAN-based writing was no more advantageous than traditional writing. Some students felt it cumbersome to traverse through the overwhelming list of comments directed at them. As a result, the response system was seen more as an obstacle to writing rather than a benefit. Although technologies such as Blackboard and TechNet are extremely popular in Korea, according to Kim (2002), 89% of the college English writing teachers in her study used a written mode over other forms of formats to provide comments on student writing. It seems that written comments have more authority than any other instructional format in a college composition classroom in Korea.

L1 Research on the Effects of Written Feedback on Student Writing

The development of L2 writing research and instruction has largely been indebted to that of L1 writing research and practice. Therefore, reviewing L1 studies of teacher response to student writing first will help me identify what issues have been discussed, what questions have been raised, what solutions have been devised, and what consequences have come out of those solutions (Matsuda, 2005). L1 studies on teacher response to student writing have focused on three major issues: (a) text-specificity of teacher commentary; (b) ownership of the text; and (c) students' responses to positive and negative feedback.

Text-Specificity

In L1 writing research, Sommers (1982) conducted one of the pioneering studies on teacher response to student writing by analyzing the types of written comments that 35 teachers provided on student writing and the types of comments that students did not use as they revised their texts. In general, the findings showed that teacher comments did not serve as a way of helping students become engaged with their writing issues or to think about their purposes and goals in writing. In particular, one of the issues in which she pointed was that of *text specificity*. According to Sommers (1982), "most teachers' comments are not text-specific and could be interchanged, rubber-stamped, from text to text" (p. 152). Thus, students could not fix the problems in their texts because the comments were not pointed to the particulars in the students' texts, but rather contained a series of vague directives such as "be clear, be specific, and be precise."

Straub (1997) also used a questionnaire to examine the 142 college students' perceptions of teacher comments on a writing sample, particularly focusing on the students' reactions to teacher responses that varied in three ways: focus, specificity, and mode. In general, the students in this study showed appreciation for teachers' response to their writing, but they nonetheless preferred comments that addressed specific matters in detailed and elaborated ways. They did not respond to any comments that they saw as unclear, negative, vague, or difficult to understand. For example, students explained that a comment like "Tightened up?" did not tell them anything, and that teacher comments should be more specific and concrete.

However, Sperling and Freedman (1987) found an interesting perspective from the observations of a student who was academically oriented and motivated to write and revise her paper based on her teacher's written comments, and a teacher who had provided specific comments on the student's writing. They observed classroom activities and writing assignments, interviewed the teacher and the student to ask about their perspectives on the feedback and revision process, and analyzed the writing samples over a nine-month period. The study revealed that the student frequently misinterpreted her teacher's text-specific comments made on her texts when she did not share the same values, skills, and information of her teacher regarding writing and revision. Similarly, Channock (2000) used a survey to collect data from 10 teachers and their students to examine the problems that the students had understanding what their teachers wrote on their essays. The results of the study revealed that half of the students responded that they often did not understand what their teachers wrote on their essays. These studies (Chanock, 2000; Sperling & Freedman, 1987; Straub, 1997) illustrate that teacher

comments needed to have clarity as well as politeness (Mackiewicz & Riley, 2003) so that students could make changes in particular places in their drafts.

Ownership of the Text

Another central issue concerning teacher response to student writing is *text appropriation*, which has become a heated issue in both L1 and L2 writing research (Brannon & Knoblauch, 1982; Prior, 1995b; Sperling & Freedman, 1987; Straub, 1996, 1997). Sommers (1982) described that “teachers’ comments can take students’ attention away from their own purposes in writing a particular text and focus that attention on the teachers’ purpose in commenting” (p. 149). As the power and authority between teacher and student are inherently unequal, helping students maintain their own ideas as they respond to teacher comments is challenging for writing teachers. For example, both the students in Sperling and Freedman’s (1987) and Prior’s (1995b) studies sympathetically accepted the teacher’s comments without question because they believed that their teacher’s ideas were more polished than their own opinions. Teachers’ text appropriation frequently occurs when teachers identify errors in usage, diction, and styles in a first draft and ask students to correct the errors when they revise (Sommers, 1982).

Brannon and Knoblauch (1982) also examined how teachers took control of student writing. These scholars claimed that the ideal feedback could be achieved if teachers focus more on students’ ideas and communicative goals, which eventually contribute to a change of teachers’ attitudes toward students and writing as well as the teacher-student relationship. Straub (2000) also argued that teacher comments should be a face-to-face conversation. It was suggested that responding to student writing should

serve as a springboard enabling the writer to see the confusions in the text and encouraging students to find alternative ways that they may not have considered to improve the quality of their writing. One way suggested not to control students' writing is to adopt the roles of readers as facilitators rather than the conventional roles of critics and judges (Straub, 1996, 1997).

Similarly, Straub viewed the concept of control in teacher response as a continuum rather than the conventional sense in which facilitative response is better than directive response. Comparing five predominant response methods to student writing, Straub (1996) argued that all teachers' comments in some ways were directive and evaluative because of the power relations between teacher and student. For Straub, the meaning of the comments is not only influenced by the teacher's persona and the classroom setting but also by how the teacher creates his or her image on the page and establishes a relationship with the students. "The way a teacher frames comments on students' writing implicitly establishes some relationship with the student and exerts some degree of control over the student's writing choices" (Straub, 1997, p. 98). Mackiewicz and Riley (2003) suggested that in order for writers to make changes in their drafts and maintain good working relationships, editors needed to employ clarity and politeness strategies by using indirectness to mitigate or soften more direct face-threatening acts. Atwell (1987) stated that teachers should never fail to consider their feelings when making written comments on students' drafts.

Drawing on Bakhtin's (1981) notion of internally persuasive discourse, Prior (1995b) attempted to show how response and revision are dialogically shaped through the textual exchanges, focusing on how a graduate sociology student learned to write a

conference paper through a series of response rounds (text-response-revision) with the help of a professor in her program. At the initial stage, the professor's comments involved intensive rewriting and the student incorporated the professor's comments in subsequent revision without question. However, as the semester progressed, the professor's written response became subtle, internally persuasive to the student, and the student had some reciprocal influence on the professor. Because response and revision were shaped by personal, interpersonal, and institutional histories, incorporating more internally persuasive discourse than authoritative discourse in responding to student writing was suggested.

To summarize the discussion so far, two pioneering studies, Brannon and Knoblauch (1982) and Sommers (1982) established a set of principles regarding teacher response to student writing and have made a lasting contribution to the discourse on teacher commentary on student writing in both L1 and L2 research in writing. In particular, text specificity and text appropriation addressed above have promoted myriads of research projects on writing and revision. As Straub (1996) noted, when students read a set of teacher comments on the page, they usually do not read the literal sense of the comments, they do not usually read the literal sense of the comments but negotiate the meaning out of the words inscribed on the page. In this meaning-making process, students create a certain relationship with their teacher, which may then affect the feedback and revision process.

Positive and Negative Comments

The third issue that has been frequently addressed in L1 studies of teacher response to student writing is the effects of positive and negative feedback on the student's paper. The majority of L1 studies examining teacher comments on student writing have indicated that teacher comments tended to contain more negative feedback than positive comments (Atwell, 1987; Connors & Lunsford, 1993; Daiker, 1989; Smith, 1997; Straub, 1997).

Connors and Lunsford (1993) randomly selected 3,000 samples out of 21,000 papers and analyzed examples of the top twenty error patterns teachers commented on in college composition papers. A large number of teacher comments were classified into global and rhetorical comments rather than local comments. The comments typically began on a positive note with some element of a paper and ended with negative comments or vice versa. The majority of the comments were nevertheless identified as judgments to explain or justify the grades on the papers, some of which essentially fell into negative judgments with the worst grades. The range of critical comments varied from savagely indignant to sadly resigned, but all messages contained how the teacher was disappointed with the paper and could not find anything to like.

Smith (1997) also provided a similar perspective on the nature of teacher comments on student writing. Based on Bakhtin's theory of primary and secondary genres, Smith analyzed the nature of 313 teachers' end comments on college student compositions and noted that teachers' written comments seemed to consist of a complex set of conventions that have developed over time. Like Connors and Lunsford (1993),

Smith also found that the vast majority of teacher commentary was categorized into primary genres, particularly a judging genre rather than a reader response or a coaching genre. The role of primary genres served as tools for teachers to judge student writing either negatively or positively, to establish a more personal connection with the student, and to provide individualized instruction. End comments belonging to secondary genres showed specific patterns such as beginning with positive evaluations, moving on to negative evaluations and suggestive comments, and ending with either coaching or suggestive evaluations. This study showed that writing teachers' conscious and subconscious choices in their comments on student writing seemed aimed to motivate, educate, or chastise their students and also to maintain their authority and defend themselves from criticism.

Bardine (1999) investigated 12 high school students' perceptions of their teacher's commentary on their writing in an Honors English class. The results from questionnaires and interviews with five of the students showed that students addressed three major issues that can support the existing research on text specificity and text appropriation. In addition to these two issues, Bardine found that students perceived praise comments as a booster for confidence.

It [praise comments] helps a lot to see that we did something good on a paper, and if it's something that we worked hard on then it makes you feel better about what we did. It's not like a waste of time. (p. 244)

Even though we know that the use of praise and criticism is important in the feedback and revision process, too much criticism may damage students' motivation and self-confidence (Connors & Lunsford, 1993).

Taken together, the review of L1 literature on student response to teacher comments tells us that teacher comments generally take negative rather than positive form. Although teachers tend to use negative feedback as a means of motivating students to revise, students reported wanting responses that are courteous and gentle but also “response that takes the writer seriously and moves him or her forward”(Atwell, 1987, p. 66). So, there are some discrepancies in responding to student writing between teachers’ expectations and students’ preferences. In my view, as Hillocks (1986) noticed, although positive feedback may not affect the quality of writing, it may influence students’ attitudes toward writing. From the discussion so far, it is fair to say that teachers’ supportive and constructive feedback on student writing makes students feel good about what they are doing, that this good feeling may influence the establishment of their relationship with their teacher, and that this relationship may also influence students’ or writers’ use of written comments or suggestions by their teacher or editor in revising their drafts (Bardine, 1999; Mackiewicz & Riley, 2003; Straub, 1997).

L2 Research on Written Comments on Students’ Writing in ESL Settings

Three major issues addressed by L2 studies on teacher response to student writing include the pros and cons of error correction/teacher feedback, the types and effects of teacher feedback provided on student writing, and students’ perceptions of teacher comments on their papers.

Pros and Cons of Error Correction/Teacher Feedback

In L2 research in writing, one of the most controversial issues is error correction of student writing, that is, whether errors in the students' papers should be corrected, what types of errors should be corrected, and what effects come out of the error correction. The proponents of error feedback on student writing have argued that L2 writers are significantly different from L1 writers in their linguistic, rhetorical, and cultural knowledge, and it should not be assumed uncritically that techniques and principles recommended for L1 students will be effective or optimal for L2 writers (Goldstein & Conrad, 1990; Silva, 1993; Zhang, 1995). Some empirical studies have demonstrated that ESL students want and value error correction and that such correction motivates students to write (Diab, 2005a, 2005b; Ferris, 1995, 2001; Leki, 1990, 1991) and helps students improve the accuracy and quality of their writing (Chandler, 1997, 2003; Fathman & Whalley, 1990; Ferris, 1995, 1997).

In a survey, Leki (1991) asked for the preferences of ESL students in college-level writing classes about error feedback and found that students equated good writing in English with error-free writing and that they wanted every error in their writing to be corrected. Chandler (2003) also examined whether systematic error feedback helped students improve accuracy and fluency of their writing in a 10-week college ESL classroom (e.g., music majors from East Asian countries such as Korea, Japan, China, and Taiwan). Based on their TOEFL scores, 32 participants were equally assigned to either an experimental group or a control group. While students in the experimental group received explicit grammatical and lexical feedback from the teacher and were asked to

revise before resubmitting the paper, those in the control group received the same type of feedback without being asked to revise the texts. The findings demonstrated that although the accuracy and fluency of student writing in both groups significantly improved, students in the experimental group performed much better at writing accurately and fluently than those in the control group.

In order to observe the effects of teacher comments on student writing and assess whether the changes made in response to the teacher's written feedback actually improved the papers, Ferris (1997) examined over 1600 marginal and end comments on 220 papers (110 first drafts and 110 revised drafts) written by 47 advanced university ESL students, focusing both on the pragmatic and linguistic features of comments. The findings showed that a significant proportion of the comments appeared to lead to substantive revision, and particular types of commentary (e.g., asking for information, requests, and summative comments on grammar) appeared to be more helpful than others.

The common approach to examining the effects of teacher comments on student writing is to ask students to write and revise an essay at one particular moment and evaluate the differences between the first draft and the second draft (Cohen & Cavalcanti, 1990; Ferris & Roberts, 2001). Chandler (2003) and Ferris (1997) examined the samples of multiple drafts of several different assignments for a full semester, thus allowing the examination of variation across writing assignments, points of the semester, student ability levels, and of the impact of teacher commentary on student revision. However, what is significantly missing in these studies is sufficient information on how the contextual factors including the classroom practices and the interaction and relationship between teacher and student might have affected the feedback and revision process.

After reviewing many published articles, Truscott (1996) claimed that error correction /teacher feedback should be abandoned because there was no strong research evidence that error correction helped students improve their writing ability over the long term. He further argued that that improvement in student writing might not be attributable to teacher feedback but rather other factors such as additional writing practice and exposure to L2 writing. Polio, Fleck, and Leder (1998) examined the effects of the first and the second drafts written by 65 undergraduate and graduate ESL students enrolled in an EAP composition course at Michigan State University. In this experimental study, students were asked to write an essay for 30 minutes and then to revise it for 60 minutes at the beginning and end of the semester, respectively. The students in the experimental group received additional grammar instruction before revising the text and those in the control group did not. The results revealed that although students in both groups increased the accuracy and fluency in writing, there was no significant improvement in the group that received additional instruction in grammar.

In sum, despite the on-going debate over error correction, L2 research on teacher response to student writing has argued that writing teachers should provide written comments on students' drafts because of the potential to motivate students to revise their texts and improve the quality of writing (Cohen & Cavalcanti, 1990; Ferris, 1995, 1997; Leki, 1991; Zhang, 1995). At the same time, to evaluate adequately the effects of teacher feedback on student writing, rather than focusing on the effects on the end-products, we must look at a more comprehensive situation in which written comments were perceived and interpreted, including the relationship between teacher and student, interactions between them, and classroom practices (Chi, 1999; Conrad & Goldstein, 1999; Ferris,

2003a; Goldstein, 2005; Hyland, 1998; Hyland & Hyland, 2001; Leki, 1995; Murphy, 2000; Prior, 1991, 1995b).

Types of Feedback Provided on Student Writing

Although many studies have indicated that teacher commentary has improved the quality of writing, as Zamel (1985) observed, not many L2 writing researchers have examined what constitutes teacher comments on student writing. Rather, the vast majority of L2 studies have analyzed the effects of certain types of feedback on student writing in a quasi-experimental situation. Additionally, as noticed by Ferris (1997) and Goldstein (2005), there is little systematic research on the effects of types of teacher commentary.

Like L1 studies, early L2 writing research (Cumming, 1987; Zamel, 1985) pointed out that teacher comments did not serve as a means of helping students revise their drafts effectively for many reasons. For example, Zamel (1985) examined 15 writing teachers' comments on ESL students' papers in college composition courses and arrived at conclusions similar to those drawn from L1 research:

ESL writing teachers misread student texts, are inconsistent in their reactions, make arbitrary corrections, write contradictory comments, provide vague prescriptions, impose abstract rules and standards, respond to texts as fixed and final products, and rarely make content-specific comments or offer specific strategies for revising the text. (p. 86)

In addition, ESL teachers in her study were much too concerned with grammatical mistakes, provided exclusively interlinear comments, viewed themselves not as writing teachers but as language teachers, and frequently misread and gave inappropriate comments. Cumming (1985) also found that ESL teachers restricted their classroom

activities and written comments to error identification rather than to idea development. In an ESL writing classroom during the mid 1980s, making written comments on students' writing seemed to serve as a means of correcting errors, which seemed to be the focus of teaching writing to students.

Among the studies that have examined the effects of teacher response to student writing, one focus has been on the effects of form versus content feedback on L2 writing. Fathman and Whalley (1990) examined the effects of form versus content feedback to 72 ESL students in college composition courses. Students were asked to write for 30 minutes about what was happening in pictures provided for them, assigned to one of four groups, such as form feedback, content feedback, form and content feedback, and no feedback, and then asked to revise the text within a limited time. The results showed that students made significant improvement in accuracy only when teachers provided feedback on both grammar and content errors. However, the study also showed that the majority of students receiving no feedback from the teacher increased their scores in grammar and content just by rewriting their compositions. Although this study tells us that the revising activity itself can help improve students' writing in a controlled situation where students may be expected to pay additional attention to the task, students' writing very much improved as they revised their drafts based on their teacher's written comments.

From a process approach, Paulus (1999) investigated the effects of peer and teacher feedback on student writing. The participants consisted of 11 undergraduate international students enrolled in a pre-freshman composition course at a large public university in the United States. On the first draft, students received oral and written feedback from their classmates, whereas on the second draft, the teacher made written

comments on the students' writing. Based on the peer and teacher feedback, students were asked to revise their papers. In conjunction with students' think-aloud protocols obtained as they revised their texts, the researcher analyzed three essay drafts written by the students according to the revision taxonomy developed by Faigley and Witte (1981). Although students tended to focus on surface level revisions as they revised on their own, they substantively changed the texts as they revised based on the feedback of their peers and teacher. This study also showed that the multiple-draft approach improved the overall quality of writing.

In observing the effects of teacher response to student writing systematically, Ferris, Pezone, Tade, and Tinti (1997) examined over 1500 teacher comments written on a sample of 111 essay first drafts by 47 advanced ESL university students over the course of two semesters, focusing on both the pragmatic aims and linguistic forms of teachers' written commentary. The study showed that teacher responses to student writing gradually decreased as the semester progressed, that the teacher provided different types of commentary according to the student's language abilities and various genres of writing assignments, and that students responded more successfully to certain types of feedback than others (e.g., statements than indirect requests or suggestions).

This study also raised several critical issues concerning the effects of teacher response to ESL students' writing. Specifically, the students had difficulties in responding to teacher feedback that contained various symbols, specific terminologies, and poor handwriting (Cohen, 1987; Ferris, 1995; Leki, 1990). The students also interpreted their teacher's written comments very differently from their teacher's intentions, revealing the potential for miscommunication between teacher and student.

Such difficulties in responding to teacher comments might result from various factors such as students' inadequate linguistic and pragmatic knowledge, lack of shared information with their teacher, or different cultural expectations. For example, a student interpreted her teacher's indirect comments as lack of competence in commenting (Ferris, 2005) or as an excuse to avoid making revisions (Goldstein, 2005).

All of the studies (Fathman & Whalley, 1990; Ferris et al., 1997; Paulus, 1999) indicated that the types of written comments provided were varied (e.g., direct vs. indirect, peer feedback vs. teacher feedback, global vs. local feedback, or graded vs. ungraded), and that ESL students are better at responding to some types of feedback than others. However, the majority of ESL studies that have examined the effects of teacher response to student writing limit their descriptions and analyses in dealing almost exclusively with teacher comments as texts, overlooking the detailed descriptions of other factors that may influence teachers' and learners' feedback and revision process. As Goldstein (2004) noted, teacher response to student writing is only one aspect of the complex interaction among the student, teacher, and institutional factors. Therefore, to understand fully how the relational nature of teacher and student may affect the feedback and revision process, close observations and interviews of teachers and students seem essential (Ferris, 1997).

Students' Perceptions of Teacher Feedback on Writing

The focus of my study involves a teacher's written feedback on student writing in an EFL college composition classroom in Korea. Reviewing the literature on how students perceive or interpret teachers' feedback or comments is, then, important because it may provide me with some perspectives to understand better how a teacher and a student build and develop their relationship in the composition classroom and how this relationship may affect the feedback and revision practices.

In general, L2 research on the writing and revising process in ESL settings has demonstrated that teachers' comments written on students' papers have been perceived as helpful, motivating students to revise and improve their paper. However, some L2 studies have found that teacher commentary does not serve as a means of creating an affective and intellectual guidance for students because of the potential for miscommunication between teacher and student (Goldstein, 2004; Hyland, 1998), or teachers' and students' different beliefs about responding to student writing (Diab, 2005a). For example, teachers' positive feedback was sometimes seen as "insincere, unhelpful, and even condescending" (Hyland, 1998, p. 280). Many L2 studies of student response to teacher comments have reported that teacher feedback on student writing may cause resistance for international students who come from different educational and cultural backgrounds because of the perceived discrepancies between their past experiences and current expectations in writing (Fox, 1994; Leki, 1995; Prior, 1991). These studies have commonly commented that students' learning may be adversely influenced by their perceptions of their roles as writers and their teacher's roles as commentators, the

classroom goals, and the relationships between teacher and student.

Fox (1994) described how a graduate student from Nepal, who perceived himself as a competent writer in his home country, considered himself as an incompetent writer in the U.S. graduate program. When the graduate student, Surya, began receiving negative feedback from his professors in direct tone and content (e.g., “Well, your writing is absolutely off the point”), he was puzzled at first. Moreover, when he found that the professor did not like his writing style, commenting that “another problem here is that the point of your story is too subtle for Americans (for me) to catch” (p. 69), he felt depressed and lost his confidence in writing. In face-to-face communication, misunderstanding and miscommunication may occur less frequently because of negotiation on the spot. However, when a student’s writing is read in the absence of the writer and teacher commentary is delivered in the limited space of the margins of the paper, more problems in understanding each other’s intentions and expectations may occur, especially so when the teacher and the student do not share the same culture in writing.

Similarly, Leki (1995) explored how five international students enrolled in the first semester in various academic disciplines at a U.S. university acquired forms and attitudes specific to various disciplinary discourses. The findings of the study showed that all the students in the study strove to achieve the goals they set out at the beginning of the class over the course of the semester. To cope with their writing demands, students employed various strategies such as relying on their L1 writing experiences and seeking help from their professors or peers. When students perceived that their opinions were contradictory to their professor’s, they deliberately used an accommodation strategy to

meet their teacher's writing demands by suppressing their own opinions. However, they also employed a resistance strategy when they perceived their choice as more logical, interesting, or persuasive. The participants resisted writing assignments and revisions in one of three ways: consciously slighting part of the full writing assignment and comments, ignoring criteria that the professor gave, or undermining the entire purpose of the assignment. Students showed appreciation of positive commentary on their revision at the initial stage, but as the semester progressed, they felt frustrated with overwhelming writing tasks and revisions.

Hyland and Hyland (2001) offered a detailed text analysis of the written feedback given by two teachers to six ESL students in a 14-week-intensive writing course in New Zealand. Teacher comments were analyzed based on three categories such as praise, criticism, and suggestions, under the assumption that although students perceived praise as important, they also considered constructive criticism as helpful to them in improving their writing abilities (Ferris, 1995). Unlike previous findings, this study showed that the two teachers in this study provided praise comments more frequently than the other two kinds of comments, but praise was sometimes used to soften criticisms and suggestions. Criticisms and suggestions were often mitigated by the use of hedging devices, question forms, and personal attributions, thereby enhancing effective teacher-student relationships. In general, students appreciated teachers' positive comments on their writing, but they also wanted their teacher to point out their weaknesses in writing. It was found that indirect feedback carried the very real potential for misinterpretation and miscommunication.

As can be seen from the discussion so far, in ESL studies, the ways students perceive and interpret teacher comments reflect a vast variety of factors such as students' educational and cultural backgrounds, classroom contexts (e.g., assignments and goals), and interpersonal relationships. Because of these variables, students' interpretations of teacher feedback were not always congruent with their teacher's intentions. More often than not, teacher comments in ESL settings have been perceived as informational, as a means of channeling reactions and advice to facilitate intellectual improvements. Because of this, the interpersonal relationships between teacher and student are often not considered as important in ESL classrooms (Hyland & Hyland, 2001).

Leki (1995) also observed that U.S. higher education places too much emphasis on developing students' intellectual growth, often overlooking their affective dimension. However, if we think about the diverse social, cultural, and educational backgrounds of ESL students, the assumptions of U.S. education may be harsh for students who expect a certain quality in their relationships between teacher and student that they perceive as important for their academic success (Durst, 2003; Nelson, 1995). Depending on students' different perceptions and interpretations of teacher comments, students may establish different relationships with their teacher in the feedback and revision process.

L2 Research on Written Comments on Students' Writing in FL Settings

Because the data collection for my study will take place in a foreign language context, it is important to review what research on teacher feedback to student writing has been done in other foreign language classrooms because the review may provide me with

a means to identify issues nested in the particular context. Two issues center on the studies of teacher response to student writing in a foreign language context. The first is that most of the instruments employed to collect data were surveys or quasi-experimental designs from which we cannot have adequate information about the relationship between teacher and student in the classroom. The second issue involves how L2 teachers' and learners' language ability plays a role in a foreign language classroom.

Methodological Issues

Despite the increasing interest in teacher response to student writing, few studies have explored how students in FL situations learn to write based on teacher response to their writing. Among the studies that have examined the effects of teacher response to student writing in FL classrooms, with a few exceptions (Chi, 1999; Tsui & Ng, 2000), the majority have used a survey to collect data (Diab, 2005a; Enginarlar, 1993; Schulz, 1996, 2001) or conducted a quasi-experimental study (Ashwell, 2000; Birdsong & Kassen, 1988; Gascoigne, 2004; Kepner, 1991; Lalande, 1982; Robb et al., 1986) as research methodology. Although there is some disagreement, the majority of the findings from these studies have reported that FL students tend to expect and value teacher commentary and attend to surface-level grammar correction rather than content or meaning-related issues.

Schulz (2001) used a survey to investigate how Columbian students (824) and teachers (122) who were learning and teaching English, French, Spanish, German, and Russian as a foreign language perceived explicit grammar instruction and corrective feedback. She also compared the participants' perceptions with those of U.S. counterparts

(824 students and 92 teachers) who were learning and teaching French, German, Italian, Arabic, Spanish, Japanese, Chinese, and Russian as a foreign language. Findings showed that students as a group and teachers as a group agreed upon in their responses to the majority of the items. Both the U.S. and Columbian students agreed that the formal instruction of grammar played an important role in mastering a foreign language, and students wanted their teachers to correct their grammatical mistakes on their writing. However, the Columbian students and teachers more strongly believed that formal grammar study accelerated the rate of foreign language learning, whereas U.S. teachers and students were hesitant to make such claims.

However, Kepner (1991) showed somewhat different conclusions after investigating the relationships between the types of teacher response/feedback (error correction versus meaning correction) and their effects on the level of grammatical accuracy and the level of thinking. The subjects were 60 college students who were enrolled in intermediate college Spanish courses. Students were randomly assigned to one of four cells according to their language ability (high versus low) and type of error feedback. Feedback was administered by the researcher, not by the instructor, to each journal entry written by the students for eight essay assignments. The analysis of data showed that while error-corrections and rule-reminders served neither to improve students' grammatical skills nor the level of cognitive skills of L2 students' writing, meaning-related feedback helped both students' grammatical accuracy and their thinking abilities. The conclusion was that error correction on grammatical mistakes did not help students develop their writing abilities.

Chi (1999) explored the strategies that Taiwanese university students employed to revise their texts based on teacher written comments. The participants were nine English majors who were taking English composition as a required course. They had been exposed to English at least six years before entering the university. Data were collected from students' think-aloud protocols while revising the texts, semi-structured oral interviews, and questionnaires. Students revised their second drafts based on teacher written comments and teacher-student conferences. Most students perceived their teacher's written comments on their writing as authoritative and accepted them without question. However, when participants were able to take a critical stance to justify, negotiate, or even challenge teacher comments, they were able to become critical thinkers, writers, and inquirers.

Seen from the review of the literature in FL settings, we can see that the majority of FL studies employed questionnaires or quasi-experimental methods to examine the effects of types of written comments on student writing. Although these studies are informative, it may be difficult to capture the dynamic, interpersonal relationship between teacher and student in the classroom, and how this relationship may affect the ways teachers make comments on student writing and students respond to teacher comments.

The Role of Teacher's and Students' Language Ability on Feedback and Revision

My study involves a non-native teacher of English and 14 non-native students of English, whose first language was Korean and who, with a few exceptions, had learned English only in Korea. Therefore, it is important to understand how non-native speakers

perceive and interpret their language ability because their perceptions and interpretations of their language ability can influence the development of their relationship with each other and the feedback and revision process. Because there is a little research investigating how non-native speakers' language ability plays a role in the feedback and revision process in a foreign language context, in this section, I review the literature on non-native speakers and their language ability in a foreign language classroom in general.

Learning to write in a foreign language is different from learning to write in a second language in a way that foreign language learners tend to depend on their teacher to learn to write in the target language, whereas second language learners can easily get some feedback from the community (Reichelt, 2005). Especially in Korea, even if Korean college students have been learning English throughout their schooling, they rarely have an opportunity to speak or write in English outside the classroom. Accordingly, Korean EFL students usually perceive their English ability as low (Kim, 2002). When students perceived their language ability as low, they tend to accept their teacher's written comments submissively. As Chi (1999) reported, Taiwanese college students submissively accepted their teacher's comments partly out of respect for and fear of their teacher. However, when the students were able to interpret their teacher's ambiguous, confusing, and uncertain comments, such as "provide example or be more specific" as the seeds of learning and tried to understand the role of language as social and different, not absent-minded, they revised their drafts more confidently and comfortably.

In terms of teachers' language ability, Reeves and Medgyes (1994) examined the difference in teaching behavior and attitude between native speaking and non-native

speaking EFL teachers. They found that the teachers' language proficiency played a central role in deciding the patterns of teaching a foreign language. Although more proficient EFL teachers were able to use their vocabulary and expression fluently in different communicative contexts, whereas less fluent EFL teachers tended to teach language elements in isolation, preparing the lessons with great care yet delivering them in discrete segments (Medges, 1992, 1994). Although the research did not exactly deal with feedback issues, we can speculate that EFL teachers' language ability plays a crucial role in providing written comments to students' writing, which can affect the development of the relationship between teacher and student.

In a similar vein, Saimmy and Grutt-Griffler (1999) explored how non-native teachers of English perceived themselves in the United States. Data sources were ten-week-class discussions, in-depth interviews, and autobiographical accounts of 17 participants. The study showed that teachers' language ability was perceived as a key factor influencing their teaching practice in a foreign language classroom. However, the participants did not necessarily think that their language ability played a negative role in teaching English. Rather, they could be sensitive to the students' needs and wants because they had undergone similar language learning processes as their students. More importantly, they suggested that a myriad of factors would influence the teaching of writing in a foreign language classroom.

Kim (2002) investigated the relationship between Korean EFL writing teachers' self-efficacy and their feedback practices to college students' writing. The participants were 15 EFL writing instructors who spoke Korean as their first language and who worked in four different universities in Korea. In conjunction with the data from a

questionnaire and interviews with the participants, Kim additionally analyzed some of the students' writing samples commented on by the participants. The analysis of the data revealed that in terms of making comments on students' writing, Korean EFL teachers chose how they would give written comments on students' writing depending on whether they believed they could contribute to improvement of students' writing. In other words, rather than their writing ability in English, their teaching efficacy played a key role in determining how they provided written feedback to their students' writing in a Korean context. Kim also commented that the participants' ability to share the same linguistic and cultural backgrounds as their students strengthened the communication power between teacher and student.

Another frequently discussed issue in teaching and learning a foreign language in a FL context is whether teachers are enjoined by the regulations of their department to use the target language as the medium of instruction. Studies have demonstrated mixed results on this issue. While Curtain (1993) and Tarnopolsky (2000) saw the teacher's exclusive use of English in an EFL classrooms as a crucial factor in the improvement of learners' communicative competence, Turnbull (2001) argued that there is no linear relationship between the teacher's primary use of the target language and the improvement of the students' language proficiency. In some Korean universities, it is required for English teachers to speak only English as they teach English writing. This may, then, some misunderstanding and misinterpretation of the class activities, writing assignments, as well as written comments, especially if the students' language ability is relatively low and prevents them from comprehending them.

Taken together, these studies (Chi, 1999; Kim, 2002; Reves & Medgyes, 1994; Samimy & Brutt-Griffler, 1999) tell us that teachers' and students' language ability does play a critical role in an EFL classroom. However, the studies did not explore in depth how non-native speakers' language ability plays a role in the development of the relationship between teacher and student and the feedback and revision process.

L1 and L2 Research on the Teacher-Student Relationship and its Relevance to L1 and L2 Writing Instruction

While the literature rooted in Vygotsky's (1978) zone of proximal development (ZPD) has focused on the more cognitive aspects of teacher-student's knowledge co-construction through language, leaving the role of affective nature underexplored, Noddings' concept of caring has emphasized the more affective nature of the teacher-student relationship through dialogue (Goldstein, 1999). However, because the process of learners' cognitive growth inherently involves a high degree of interpersonal connection between teacher and learner, looking at both aspects would seem important in any exploration of how Korean university students develop their writing abilities based on teacher feedback to their writing. In this section, I first review the literature on teacher response to student writing from Vygotsky's socioconstructivist perspective, and then discuss studies on the teacher-student relationship and its effects on the teaching and learning process from Noddings' caring perspective.

Insights from Vygotsky's Socioconstructivist Perspective

As I explained in Chapter 1, although the social view has increased our understanding of writing as a social practice rather than as an individual activity, there has been a little research on how individual learners learn to write from their teachers' written comments on their writing in a Korean classroom thus far. It can be, however, imagined that as an EFL context often cannot provide learners with rich input and feedback, students depend heavily on their teachers for learning to write in English, and therefore, the relationship between teacher and student becomes salient. Because it is essential in a socioconstructivist, particularly a Vygotskian view, to stress the importance of the relationship between teacher and learner in teaching and learning, it behooves me to discuss this perspective more fully to understand fully how Korean university students may learn to write in English based on their teacher's written feedback to their writing.

The central concept in socioconstructivism is that knowledge is socially constructed among individuals, not transmitted from a teacher to a student. This view stresses the importance of the learning context and social interactions and relationships between teachers and learners (Nieto, 1999). As the recognized founder of socioconstructivism, Vygotsky (1978) viewed learning as a mentoring process in which a more knowledgeable expert helps a less experienced person perform a task under adult guidance that could not be achieved alone. In order for the mentoring process to proceed successfully from the social to the individual dimension, a teacher's scaffolding through language (e.g., oral and written) plays a critical role. In particular, a teacher's ability to establish a comfortable zone within which she or he and a student/ students can share

their understanding is seen as important for fostering students' intellectual development (Belcher, 1994; Blakeslee, 2001; Dong, 1996; Hedgcock & Lefkowitz, 1996; Prior, 1991, 1995b). Although the concepts of Vygotsky's ZPD and semiotic mediation were originally constructed to describe a child's first language learning in interaction with more capable adults, both concepts are also useful in analyzing second language acquisition (Anton, 1999).

Dong (1996) described how Vygotsky's concept of the ZPD was exemplified through oral and written language in an academic discourse community, investigating how three advisors helped three non-native English-speaking doctoral students learn to cite references for new knowledge claims in science dissertation writing. The study showed that the ways each advisor guided each student were strikingly different: Sam's advisor, Wells, did not provide extensive oral or written comments on Sam's writing, but helped him think analytically by sharing his writing experiences as a researcher and introducing the literature in the field. Mike's advisor, Miller, was actively involved in Mike's dissertation writing by encouraging him to write early, providing extensive comments and revisions to his writing even with personal notes, and setting a timeline for the drafts. Miller considered himself a teacher, administrator, fund raiser, professional writer of grants, and author. Despite the professor's active involvement in Mike's writing process, Mike's progress was very slow. Ironically, the professor assumed that Mike understood his suggested comments when in fact he did not, because the comments were too many to read and too vague and too brief to understand. Confronted with recurrent mistakes and inappropriate citations, Miller expressed his frustration. In response, Mike withdrew from his advisor. Both of them realized that their relationship had lost its

effectiveness. Although Helen's advisor, Pike, did not provide extensive written comments on her papers, he explicitly taught Helen how and what to cite by reading her drafts carefully, providing precise comments to the paper during the conferences, and checking her progress. Dong emphasized the complicated relational nature between teacher and student in the mentoring process, and how this relationship influenced the feedback and revision process in a specific discourse community, arguing that the relationship between advisor and advisee played an important role in helping students become socialized into the academic writing community.

Vygotsky's idea of how an expert helps a novice acquire new knowledge was also expounded upon by Blakeslee (2001), who explored how a graduate student wrote a scientific paper through a mentoring process with his advisor. At the initial stage, the student's paper did not establish a focus. Thus, the professor provided extensive oral and written comments to the student's writing. However, the student did not incorporate these suggestions in his revision because he thought that his perspective was more novel and interesting to the audience than that of the professor. As a result of the frustration with the student, the professor stopped providing comments to the student's writing and undertook his own revisions of the text. As a result of the professor's explicit and direct changes, the paper improved and the student felt satisfied. As Adair-Hauck and Donato (1994) proposed, the expert should be sensitive to and continuously probe the learner's level of ability.

Concerning the narrow focus of research on the effects of errors on teachers' responses to student writing, from a social constructivist perspective, Anson (2000) claimed that research on response to errors should look at more than text analysis. In

particular, Anson recommended three specific areas needed to be investigated: the effects of errors on teachers' processing of student writing; the relationship between errors and the teacher's construction of the writer's persona; and the relationship between the changing status of socially constructed norms of language use and response to errors. Recognizing the disconnection between scholarship and teaching practices, Anson highlighted the importance of reflective practice that could allow teachers to develop more sophisticated approaches to errors in the classroom, especially in the relationship between instruction and response to students' writing.

Refuting the pervasive idea that knowledge can be handed down from teacher to student or constructed by individuals on their own, from a sociocultural perspective, Murphy (2000) argued that students are active participants in constructing knowledge and knowledge is socially constructed through interactive processes between teacher and student. As knowledge is interactively constructed by the teacher and student, it is not fair only to talk about what and how teachers respond to student writing. Assuming that teachers and students may have different perspectives on responding to errors, Murphy suggested that research on students' reactions to and interpretations of errors should investigate students' perspective as well. Both Anson (2000) and Murphy (2000) recommended that the focus of research on the effects of errors be broadened from the analysis of the text itself to the larger contexts.

The studies discussed above (Anson, 2000; Blakeslee, 2001; Dong, 1996; Murphy, 2000) illustrate that learning occurs within a social sphere, not within an individual activity, and that students are not passive but active participants in constructing knowledge. These studies assume that the precondition that must exist for teaching and

learning to occur successfully is to establish a mutual relationship between teacher and student. This established relationship between them and the perspective taken on errors can influence the subsequent writing and revising process. Although some of the studies described the emotional conflicts between teacher and student, the focus of these studies was not on how the affective dimension can influence the development of the relationship between teacher and student, and how it can mediate the development of students' writing skills with respect to the teachers' written comments on their writing. In the following section, I discuss the literature on how such an affective dimension plays a role in establishing the teacher-student relationship, and how this relationship can affect a teaching-learning process.

Insights from Noddings's Caring Perspective

As pointed out by Noddings (2001), despite the significance of the relational aspects inherent to a teaching and learning process, little research has explored how the highly complex interactions between teacher and student may affect the teaching-learning process. Additionally, the vast majority of the studies investigating a caring relationship between teacher and student has come from the literature on how teachers scaffold their students in learning school subjects (e.g., elementary school teachers or preservice student teachers). There are no studies exploring teacher response to student composition in a writing class from a caring relationship thus far. Therefore, I review here the literature on the teacher-student relationship from a caring perspective in general.

Noddings (1984) asserted that the essential elements of caring are located in the relation between the one-caring and the cared-for, and that caring is a necessary call for

teachers because encounters with their students are aimed at nurturing them and helping them grow (Goldstein, 1998, 1999; Goldstein & Freedman, 2003; Goldstein & Lake, 2000; Kim, 2005). Noddings (1984) stated that a caring teacher has two major tasks: “to stretch the student’s world by presenting an effective selection of the world with which she is in contact, and to work cooperatively with the student in his struggle toward competence in that world” (p. 178).

Thus, in the classroom, it is a caring teacher’s task to provide appropriate activities. Appropriate activities can, however, become inappropriate very easily if proper attention is not paid to what is happening within the teaching and learning interactions facilitated by the activity. The core of caring education lies in the nature of the interactions between teacher and student through dialogue (Goldstein & Freedman, 2003). A caring teacher should be flexible and responsive to each student as an individual, give primacy to the students’ own desires and goals for themselves, and invest in the children emotionally (Goldstein, 1998). In particular, Noddings (1984) described how a caring teacher should respond to the student in detail:

When a teacher asks a question in class and a student responds, she receives not just the “response” but the student. What he says matters, whether it is right or wrong, and she probes gently for clarification, interpretation, and contribution. She is not seeking the answer but the involvement of the cared-for. For the brief interval of dialogue that grows around the question, the cared-for indeed “fills the firmament.” The student is infinitely more important than the subject matter. (p. 176)

To maintain and enhance a caring relationship between teacher and student, Noddings saw dialogue as an essential means to connect teachers with students. She went on to say that a genuine dialogue with others, open to every possible topic, gives

opportunities to feel what the other is feeling or thinking about a certain topic. Dialogue also provides us with the knowledge of each other that forms a foundation for a response in caring (Noddings, 1992). Although in her discussions of dialogue as a tool for cultivating a caring relationship between teacher and student implied an oral exchange, it is appropriate to extend the term to dialogue through written language. For example, Straub (2000) provided written comments to student writing in an informal, spoken voice, using everyday language usually written out in full statements, not in fragments or cryptic phrases, and with explicit reference to the students' own language. Such encouraging words on the students' writing created a real dialogue with the students and connected the teacher with the students more immediately.

In merging Vygotsky's zone of proximal development with Noddings' caring encounter, Goldstein (1999) intended to broaden the conception of the teaching-learning process and to enhance our views of the roles played by affection, volition, and relationship in cognitive development, arguing that a caring relationship between teacher and student can promote the zone of proximal development. Goldstein went on to state that this caring relationship facilitates "entry into the zone of proximal development, continues during the pair's [teachers and students] experience in the zone, and emerges after the learning experience in a transformed and deepened form" (p. 651). For a caring encounter to become established and to grow, both teacher and student may occasionally undergo conflicting experiences because of the clash between their preconceived notions of a caring encounter and the classroom reality.

In their study with a group of preservice elementary teachers, Goldstein and Lake (2000) found that preservice teachers entered the classroom with preconceived notions of

a caring encounter, and these preconceived ideas influenced their understanding of and experiences in the classroom placement. However, over the course of the semester, the teacher's written comments through dialogue journals helped preservice teachers reshape their conceptions of a caring encounter. Rather than seeing the students' partial and limited understandings of a caring relation as problematic, Goldstein and Lake suggested that the student teachers' preconceptions could be an ideal starting point for productive, educative dialogue about caring and elementary school teaching practice. This study illustrated how written comments exchanged through dialogue journals could create a space in which the teacher and her students expressed their feelings and thoughts about the meaning of a caring encounter. Through this discussion, they felt connected with each other and established a caring relationship that contributed to expanding the zone of proximal development.

Kim (2005) explored how caring was enacted in computer-mediated communication (CMC) in a reading specialization program, focusing on how the CMC contributed to developing the dialogic nature of the relationship between a teacher and his students in a teacher preparation program. The findings of the study indicated that depending on perceptions of and trust in each other, the teacher's written response to students through CMC either did or did not contribute to developing a caring encounter between teacher and student. When the teacher provided positive comments to the student threads by attending to their feelings and thinking, the students, in general, reciprocally responded to the teacher's comments in an appreciative manner by disclosing their growth as future teachers. However, for some students, regardless of the teacher's intention to care for them, it was difficult to enter into a caring relationship with

the teacher because of their distrust of their teacher. The teacher also had some trouble feeling and thinking with some students due to his less than positive perceptions of them, thereby blocking a dialogic encounter from developing into a caring one. Kim's study showed the reciprocity and interdependency of a caring relationship (Noddings, 1984) by illustrating how students performance can succeed or suffer.

In discussing the relation between teacher and student, the connection between caring and power or control is an issue. In a caring relationship, the teacher and the student work together, and "this working together...produces joy in the relation and increasing competence in the cared-for" (Noddings, 1984, pp 177-178). In an ideal situation, both the teacher and the student should mutually experience pleasure from this working together. Nonetheless, because of the inherently unequal relationship between teacher and student, it seems very challenging for a teacher to remain influential in but non-controlling over students. When the teacher presents the world to the student with a gesture of interference, the student does not receive the teacher (Noddings, 1984). Likewise, when students feel that they take control over their own writing and revision, they are likely to take more responsibility (Brannon & Knoblauch, 1982; Sommers, 1982; Straub, 1996, 1997, 2000).

Straub (2000) stated that the classroom context, as reflected in assignments, classroom instruction, the teacher's style, and the work and needs of individual students, can influence how a teacher provides comments on student writing and how a student responds to teacher comments. When Straub presented his written comments in a less authoritative way without exerting control over students' writing, his students responded to his comments with a more responsive attitude.

Seen from the literature described above, as Goldstein (1999) stated, the interpersonal character of the zone of proximal development closely resembles a caring relationship between teacher and student. Both concepts emphasize the fundamental role playing the interpersonal relationship between teacher and learner in fostering students' intellectual growth, and that this relationship influences either positively or negatively teachers' and learners' subsequent teaching and learning processes. Without a caring encounter, human beings may learn something through social interaction, but when they meet in a caring relationship, the power of learning can be greatly enhanced. However, Straub (2000) stated that because a teacher's feedback works for one teacher in one context, it may or may not work for another. To understand better how a teacher's feedback is enacted in a specific context, we have to look at the particular teacher, the individual student, and the specific circumstances of their relationship.

CHAPTER 3

METHOD

This chapter addresses the methods and procedures that I used in developing and conducting the study. This chapter, divided into six sections, addresses a description of the overall approach and rationale for its use, followed by an explanation of the research site and the participants, the data sources and procedures in getting them, and data analysis. I then discuss my role as a researcher in this study, followed by a discussion of how I worked to ensure the credibility of the study.

Overall Approach and Rationale

The goal of this study was to provide a thick description that would lead to a model of how the relationship between teacher and student can influence how the students make meaning and revise their drafts based on their teacher's written comments on their compositions, focusing on Korean university students learning English composition in an EFL classroom. To achieve this goal, I adopted a qualitative research paradigm because such an approach stresses the importance of context, process, and meaning. As Patton (1985) succinctly explained,

It [Qualitative research] is an effort to understand situations in their uniqueness as part of a particular context and the interactions there. This understanding is an end in itself, so that it is not attempting to predict what may happen in the future necessarily, but to understand the nature of that setting. (p. 6)

The meanings that students make arise not only from their teacher's written comments but also from their own perspectives on what they are writing, how they interpret the writing task, how they perceive their teacher and class activities, and how they interact with their teacher, their classmates, and with the context. As Lincoln and Guba (1985) observed, "realities are multiple, constructed, and holistic" (p. 37) and they "cannot be understood in isolation from their contexts" (p. 39).

Strauss and Corbin (1998) noted that qualitative methods can be useful for exploring the intricate details about phenomena such as feelings, emotions, thought processes, and interactions between people that are difficult to extract or learn about. Thus, this method seems appropriate to explicate how teachers can convey their messages, thoughts, feelings, and emotions through a limited space of the margins of the students' paper. Strauss and Corbin (1998) went on to say that qualitative methods can also be powerful for investigating an area of inquiry about which little is known. There have been no established frames of empirical studies about how the relationship between teacher and student may influence how a teacher responds to student writing and how a student uses teacher commentary in revision in an English composition classroom in Korea. Therefore, this method seemed very promising for exploring how Korean writing teachers and students work together to develop students' writing abilities in a college composition class.

The Selection of the Research Site and the Participants

The rationale for selecting the research site and the participants are based on purposeful sampling (Berg, 2001; Merriam, 1998). The logic and power of purposeful sampling lie in selecting information-rich cases for study in depth. The university was selected because this university had offered an academic writing class taught by a non-native English teacher. The class was chosen because the teacher implemented written comments as the main medium of instruction to develop the students' writing ability and to encourage them to revise their drafts multiple times over the course of the semester. The selection of the research site and the participants for the study would help me discover, understand, and gain an in-depth insight into how the teacher and the students develop their relationship in a college composition class, and how this relationship affects the ways a teacher provides comments on the students' writing and the processes the students engage in as they use their teacher's comments on their drafts in revision.

Research Site

The research was undertaken in an Advanced English Academic Writing Course during the summer semester of 2006 within the context of a College English Program (CEP) at a large public university in Seoul, Korea. This program was established in 1999 to help foster the English language abilities of students enrolled in this university. Each semester, the CEP offered about 120 English classes including academic writing, cultural understanding, and debate classes. Since 2000, all of the undergraduate students attending this university must take at least one English language course to complete their degree.

To determine class placement, the university used TEPS (the Test of English Proficiency developed by the Seoul National University) or TOEFL (Test of English as a Foreign Language). In order to take the advanced writing class, the students needed to obtain a score greater than either 751 from the TEPS or 238 from the TOEFL test. Like many English departments in other Korean universities, the department in this university decided that only English would be spoken by teachers and students once the class began. All class activities, including the instruction of the assignments and other announcements, were delivered in English. More than half of the writing instructors at the program were non-native English speaking teachers and the rest were native English speaking teachers.

The class met twice a week, Tuesday and Thursday, from 9: 00 to 13: 00 for six weeks. Over the course of the semester, the students were assigned to write five papers of one to five paragraphs in length. With the approximate length of one paragraph assignment set at ten sentences, equivalent to 200 or 250 words, the length of five paragraph assignments was 1000 to 1200 words. Table 3.1 presents the type of major writing assignments, the week when the assignment was due, the due date for revision, length of the assignment, and some details of what the teacher expected as a writing and revision process. The individual teacher-student conference took place in the middle of the semester, after the students had received their first argumentative assignment back from their teacher. Students received their final grades based on their writing assignments, group presentation, participation, lab work, vocabulary copying, as well as their attendance. Table 3.2 shows the outline of the major class activities for the course.

Table 3. 1. Major Writing Assignments

Type of writing	N	D	A	C	A	A
Assigned week	1	1	2	3	4	5
Due date of revision	The first day of the fourth week after the individual conference				The last day of the semester	
Length of paragraph	One	One	Five	30 mins.	Five	Five
Topic	Optionally assigned	Free	Assigned		Optionally assigned	Assigned
Process	The students submitted their writing to their teacher and the teacher provided written comments on it with half of their grade. The students then revised the text based on the teacher's comments and resubmitted it to the teacher. The teacher then gave the second feedback to the same paper with the rest half of their grade.					

Note. N: Narration, D: Description, A: Argumentation, and C: Conference

Table 3. 2. Outline of Class Activities

Date	Class Activities
June 20	Course Introduction & Punctuations and sentence practice
June 22	Sentence practice & Writing a paragraph * Narration paragraph (P#1)-in-class writing * Description paragraph (P#2)-by 27 th
June 27	Submit vocabulary list #1 and a folder & P#2 Writing an argumentative essay & How to quote
June 29	Discussion on Electronic Monitoring * Email your essay #1 to xxxx@homail.com by midnight on 1 st July
July 4	Individual conference (Submit vocabulary list #2 to my office)
July 6	Individual conference
July 11	Submit vocabulary list #3 & the revisions of P#1, P#2, E#1 Presentation #1: Discussion on Death Penalty Presentation #2: Discussion on Gay Adoption
July 13	Presentation #3: Discussion on Pornography Presentation #4: Discussion on Euthanasia * Email your essay #2 to xxxx@homail.com by midnight on 15th July
July 18	Submit vocabulary list #4 Watching a movie (Media Lab 9:00) & Discussion
July 20	Presentation #5: Discussion on Globalization * Email your essay #3 to xxxx@homail.com by midnight on 22nd July
July 25	Submit vocabulary list #5 & Revise Essay # 2, #3
July 27	Submit the revisions of Essay #2 and #3 by 12 o'clock sharp
July 31	Come to my office to have your two papers and vocabulary folder

Participants

The participants in this study included a female non-native teacher of English and 14 students who were enrolled in her composition course. Before the semester began, I contacted the writing teacher through one of the professors who was working at the university. On the first day of our meeting, as I explained my study to her, especially the part that my study involved class observations throughout the semester, she hesitated to open her class to me. After some persuasion, she allowed me to observe her class. On the first day of the class, I entered the classroom, explained my study to the students, and asked them to participate in the study. All sixteen students agreed to participate in the study. However, two male students, one graduate student and one freshman, dropped the class. The graduate student could not make time for the course because his major professor had a new project on which he had to work, and the freshman decided to take this course next year because there was no other freshman in this class.

Among the remaining 14 students, except for Minkyung, a doctoral student, and Donghoon and Jongmin, sophomores, the eleven students had completed their junior year or the first semester of their senior year. With the exception of Donghoon and Jongmin, their age ranged between mid 20s and late 20s. In addition, unlike other language classes where female students generally are more predominant, this class had more male students. There were only four female students.

Table 3.3. Students' Background Information

Name	Sex	Age	Program	Major	Study in an English-Speaking Environment
Minkyung	F	28	Doctoral	Social Science	6 months
Soojin	F	24	Undergrad	German Lit/Lang	
Youngjoo	F	24	Undergrad	Economics	
Sumi	F	Late 20s	Undergrad	Pharmacy	3 years
Joonki	M	25	Undergrad	International Relation	
Jongmin	M	20	Undergrad	Social Science	10 years
Sangho	M	25	Undergrad	Material Science	
Donghoon	M	21	Undergrad	Physics	
Sunwoo	M	24	Undergrad	Material Science	3 months
Changsoo	M	21	Undergrad	Material Science	9 years
Sungjin	M	25	Undergrad	Mechanical Engineering	
Heetae	M	25	Undergrad	Geography	
Dosik	M	25	Undergrad	Geology	
Minho	M	25	Undergrad	Political Science	2 months

Their majors were varied. Because English majors were required to take specific writing courses offered in their own department, all students registered for this course were non-English majors from several disciplines. Six students had had schooling experiences, including ESL courses, in an English-speaking environment from two months to 10 years, and one male student, Dosik, had served as a Korean Augmentation to the United States Army (KATUSA) in Korea for two years. Table 3.3 briefly gives the individual students' background information: each student's age, sex, program, major, and the length of study in an English-speaking environment.

Data Sources and Procedures

In order to present detailed descriptions and allow for the development of an in-depth understanding of the phenomenon, I collected data from multiple sources and methods over the course of a semester:

- 1) Every single class was observed and recorded in field notes.
- 2) A semi-structured formal interview was conducted with the teacher and the students at the beginning of the semester to elicit their background information as well as their perspectives on writing, including their writing experiences in Korean and English, their goals for the class and comments, their roles as a writing teacher and as a text reviser. [All interviews in this study with the teacher and the students were conducted in Korean and translated into English by me].
- 3) Two twenty-to thirty-minute, text-based formal interviews similar to that of discourse-based interview of Odell, Goswami, and Herrington (1983) were

administered with the teacher and the students after the teacher provided comments to the students' writing and after the students revised their papers based on their teacher's comments, focusing on what the teacher had thought as she commented on the students' writing and on how the students felt about and what they did as they revised their papers from their teacher's comments. Besides the formal interviews, I also conducted many informal interviews with the teacher and the students before and after class at a cafeteria, on a bench, or in an empty classroom on campus.

4) The teacher-student individual conference conducted at the teacher's lounge was observed and tape recorded.

5) All writing samples commented on by the teacher were photocopied for analysis. In addition to the writing samples, the written documents including syllabus, handouts, and the vocabulary list the students were required to submit every week were also photocopied.

6) My own research journal was kept throughout the semester.

Data from multiple sources and methods complemented each other and helped me better understand the emerging teacher-student relationship and its effects of the feedback and revision process in the college composition class in Korea.

Classroom Observation

In order to gain an in-depth understanding of the context in which the students learned academic writing from their teacher, I entered the field of the classroom with curiosity and excitement. During class, I took notes of particular events that occurred in

the classroom (e.g., While collecting writing assignments before the class began, the teacher talked to her students in Korean; When the teacher corrected Joonki's mistake, his face flushed with red) as much as possible without disturbing the teaching and learning process of the teacher and the students. After class, I noted any general impression of the interactions. The classroom observation and the field notes allowed me to describe vividly and critically the classroom dynamics, interactions between teacher and student, and each student's behaviors in the classroom, all of which could influence the development of the relationship between the teacher and the students and the feedback and revision process. Depending on each class activity (e.g., lecture, discussion, or conferencing) and interaction the teacher and students had, the students showed a somewhat different level of attention to the class activities, which many of the students brought up in the subsequent formal and informal interviews. For example, all students seemed to pay attention to lectures or small group activities, whereas some students rarely volunteered to speak in class discussions unless being called on by their teacher. The students who could not easily participate in class discussions expected their teacher specifically to give them an opportunity to talk in class. Because this was a summer course, most students took one or two courses on campus and disappeared for other activities. My class attendance and observation helped me interact with the teacher and the students more effectively. In addition, it helped me collect written materials such as syllabus, readings, and handouts, which provided another perspective to look at how the teacher organized the classroom activities, how she addressed the writing assignments, and what she expected the students to do with these activities and assignments.

Background Interview with the Students and the Teacher

I conducted a semi-structured background interview with the students and the teacher for forty to fifty minutes at the beginning of the semester. Before the background interview, as a way of establishing and enhancing rapport with the students, I had lunch with the three to five students who were scheduled to be interviewed on that day at a school cafeteria. Through the lunchtime conversation, I was able to obtain basic information about each student's major or school year. During the interview, I asked the students more specific questions with respect to their learning experiences of Korean and English including writing experiences, their self-evaluation of their writing ability in both Korean and English, the reasons for taking the academic writing class, their initial impressions and expectations of the course and the teacher, their definitions of their roles as a student writer and text reviser, and their views on what it means for a teacher to be caring. These formal and informal interviews with the students helped me understand the students' perspectives and expectations of the course, teacher, and writing assignments. In particular, when we talked about what a caring teacher meant for them in an English writing class, most students, except for Joonki and Sungjin, did not associate a caring teacher with an emotional supporter, mainly connecting him or her with the idea of an intellectual guide or coach. However, the students stated that they would have had a more intimate relationship with their teacher if she had been an academic advisor.

Before conducting a formal interview with the teacher, I had a few informal meetings with her, which allowed me to gain some information about her educational background, teaching experiences, and expectations of the program. In a formal interview

with the teacher, I focused on understanding the teacher's goals for the class, roles as a writing teacher, perspectives on feedback, views on a caring teacher, self-evaluation of her writing ability in English, and her rationale for choosing the specific topics for the discussions. While interviewing the teacher, I was able to understand her instructional focus for teaching English writing to Korean EFL college students, her views of what a caring teacher could do for her students, her expectations of the students, and the contextual constraints that the program had on the writing teachers.

Text-based Interview with the Students and the Teacher

I conducted two twenty-to thirty-minute text-based interviews with all 14 students and the teacher after the students revised their texts based on their teacher's comments on their papers. First, I asked the students their general impressions of the teacher's comments on their writing; how do you feel about your teacher's comments on your writing? What do you think about your grade? While reading through the draft with the student, I then asked the student to tell me their revising experiences as well as to choose the most and the least helpful comments on their texts and provide reasons for these choices. Before the interview, I also marked several salient comments from each draft that the student had or had not used in revision and asked him or her to explain the reasons for his or her decisions. For example, my questions included how the student perceived and interpreted a comment such as "be more specific or provide example."

I also followed the same procedure when interviewing the teacher. While reading the students' drafts, I selected several noteworthy comments such as "akw," "too broad," or thin underlines she made on each student's paper, and asked her why she made such

comments on the particular parts of the draft and what she expected the student to do with her comments in revisions.

Data Analysis

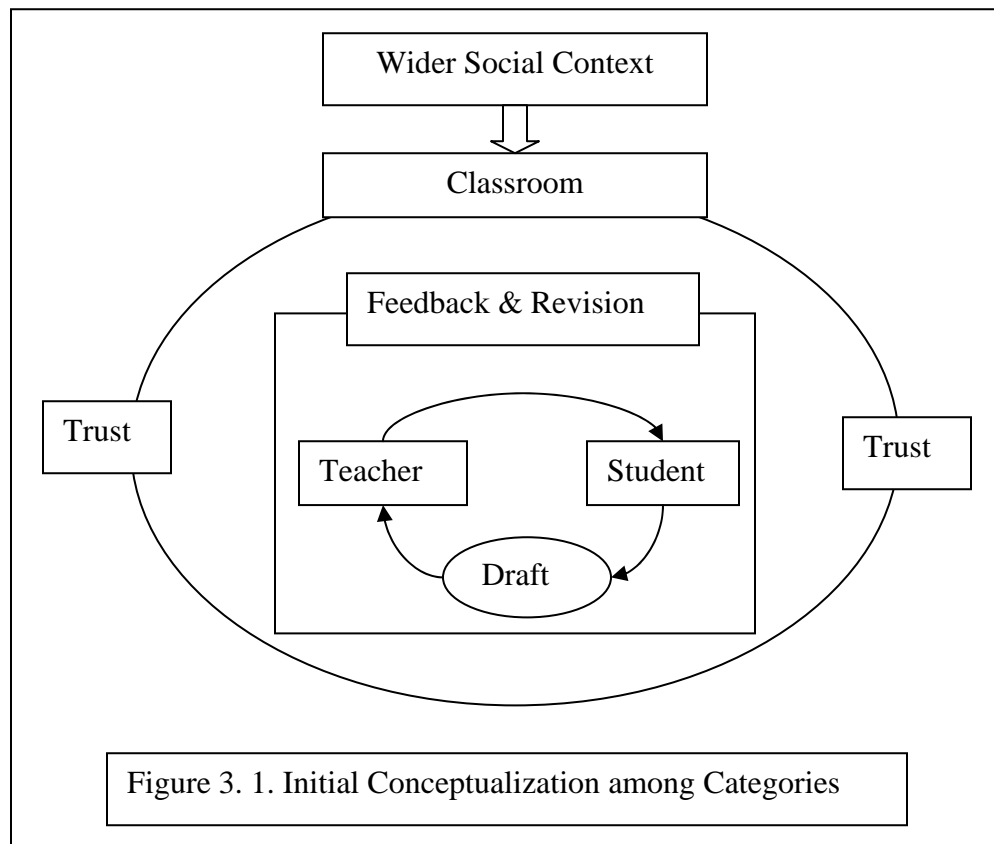
My study was guided by the constant comparative method set out by Glaser and Strauss (1967) and open, axial, and selective coding strategies (Strauss & Corbin, 1998). Analysis occurred at the same time as data collection. While observing each class, I took descriptive and reflective notes that called to mind the research procedures of what I had done so far and what I had to do later, leading me to construct my subsequent interview questions and remind me of the focus of my observations throughout the study.

After each interview with the teacher and the students, I immediately began to transcribe, code, and analyze the data. While reading the interview data line-by-line, I wrote key concepts in the margins of the paper. After the line-by-line analysis, the data were closely examined and compared within and across each data source to find similarities and differences. Through this analytic process, the four major categories such as the wider social context, classroom, teacher, and student were specified according to their properties and dimensions.

Table 3.4. Tentative Categories

Major Category	Subcategory	Properties & Dimensions
Wider Social Context	* Sociocultural influences	* I don't remember any writing practice in either Korean or English. * My parents encouraged me to take an English writing course.
	* Programmatic influences	* My status here is not stable. * I didn't understand some of the discussions we had in English. * The class hour is too long for me. * This is the only writing class I can take now.
Classroom	* Class activities * Interaction * Written comments	* Some students paid attention to all activities, others did not. * I like the interaction we had in class. * I like this activity, receiving written feedback from my teacher and revising my draft.
Teacher	* Time and effort conflicts * Goals for teaching English writing * Beliefs about teaching English writing * Personality * Language ability * Content knowledge * Memories of past encounters	* I wish I could do more for my students, but I cannot. This is the best I can do for them. * I believe that my students can learn English writing better from my written comments. * Most students do not know how to write in English. * I want to have more feedback on expression, but she seems to focus on format... * My teacher would've made better comments if she knew my major. * I heard about xxx from someone.
Student	* Writing ability * Language ability * <u>Beliefs about learning English writing</u> * <u>Goals for learning English writing</u> * Depth and breath of knowledge * Memories of past encounters	* I feel /don't feel confident in writing in Korean or English. * I feel /don't feel confident with my Korean or English. * I can improve my English by learning to write in English. * English writing is important for my career. * A good writer generates good drafts and revises them more effectively. * My friend told me that she is precise, demanding, and fair to everyone.

Table 3.4 presents the tentative categories that emerged from the data. Then, the relationships between the categories and the subcategories were related to “build up a dense texture of relationships around the axis of the category being focused upon” (Strauss & Corbin, 1998, p. 124). Based on Table 3.4, I began to conceptualize the relationships among each category as seen in Figure 3.1.



After recursively studying all data sources, I revised my initial conceptualization of the relationships among categories in three ways: first, I broadened my notion of a caring relationship to encompass all that I saw in the EFL college composition classroom. In other words, although the teacher’s written comments played the most critical role in

connecting her with her students, all in-and out-of class activities such as lectures, discussions, presentations, conferencing, and other assignments, to some degree, affected the development of a caring relationship between teacher and students as well as the feedback and revision process of the students. So, I depicted the classroom as a broader sense of a space in which the teacher could meet her students in caring encounters. Second, in the development of a caring relationship between teacher and student, establishing trust in each other was seen as a precondition. However, trust was not characterized as static but as a dynamic process that was constructed at each moment. The teacher and student constructed a different level of trust in each other depending on how they perceived and interpreted each other, each activity, and each written commentary. Thus, I eventually moved trust to the very center between teacher and student. Lastly, although the teacher's commitment to her students' writing and revising process played a vital role in the development of the caring relationship between teacher and student and the feedback and revision process, the students' reciprocal response to their teacher played an even more critical role. So, caring in this study was described as bidirectional, not unidirectional.

As I examined the students' writing samples in light of what types of written comments the teacher made on the students' writing and of how the students' drafts changed from the first to the second draft, I borrowed the categories from previous studies on feedback by Kassen (1990) and Ferris and Hedgcock (1998), from writing samples I had, and from the interview responses of the participants.

Table 3. 5. Types of Written Comments

Categories	Description	Examples
Mechanics	Errors in spelling, capitalization, punctuation, and format	the Middle <u>age</u> at a far distance anyone double space!
Vocabulary	Mostly incorrect word choice	<u>probable</u> criminal
Grammar	Errors in articles, tense, mood, voice, verb-subject agreement, singular/plural, verb morphology, prepositions, and modal verb usage	make v choice Without <u>bothering</u> <u>with</u> his <u>another</u> black cloth these <u>role</u> prevent others <u>to see</u>
Content	The teacher's reaction to the writer's meaning, including agreeing or disagreeing, inquiring about the truthfulness or accuracy of the content, and suggesting clarification and elaboration of the writer's ideas	Fastinating description! Is this a criminal activity?
Expression	Appropriateness for written English, redundancy, and non-English usage	Making a wrong guess Monastery's outside
Organization	Comments about effective titles, thesis statement, topic sentences, transition signal, controlling idea, development of argument, paragraphing, and introduction	T.S.!! Good intro! controlling idea! don't repeat the same idea, but develop your ideas! Logical sequence☺ Not bad but make a smooth, logically interesting transition!

The types of feedback the teacher made on the students' writing fell into six categories: mechanics, vocabulary, grammar, content, expression, and organization including logic and argument development. Table 3.5 presents each category and its description with some examples.

At the last stage, the categories were integrated, defined, and redefined, leading me to present a comprehensive and explanatory concept to represent the central phenomenon of the research. In this process, some of the subcategories were discarded or integrated into other subcategories. For example, as seen in Table 3.4, the category of a teacher's personality was discarded because it did not seem relevant to my inquiry. The category of a teacher's goals was integrated into a teacher's beliefs for teaching English writing. Similarly, the students' beliefs and goals about learning English writing were integrated into motivational goals. After multiple levels of analyses and comparisons had occurred within and across the data, I developed the final model presented in Chapter 5. Throughout the process, I continually searched for relevant constructs in the existing literature.

My Role as a Researcher

One of the main goals in qualitative research is to gain a fuller understanding of the particular context in which the phenomenon occurs. To provide a rich description of the particular setting and interactions there, the researcher goes to the participants' world and attempts to learn from them. Keeping a written record of what happens as well as collecting other forms of data, however hard the researcher tries to stay detached and

objective, he or she becomes a part of the context. Throughout the collection, analysis, and interpretation of the data, just as the context shapes the researcher, the researcher is shaped by the context because of a constant interplay between the researcher and the research act (Strauss & Corbin, 1998). Therefore, it is important to reflect on my background and my role as a researcher in this study.

A 45 year old Korean woman at the time of this study, I was a fourth-year doctoral student in the Foreign Language Education program at the University of Texas at Austin. Before entering the FLE program, I had taught English to Korean middle school students for 14.5 years and math to Korean students in Vietnam for a year. Although I was in an American program, I was one of several international students in the program. However, whenever I met Korean students on campus, they reminded me of my actual age because they bowed to me in respect or called me “Teacher” even though I was not a teacher anymore. On the first day of the course I was observing, I was introduced to the students as “Lee Teacher.” From then on, the participants called me “Teacher.” In Korea, “age and teacher” are two important indicators of relationship, which made it easier for me to build a trusting relationship with the participants. In addition, the fact that I was a doctoral student in one of the most famous U.S. universities contributed to building a trusting relationship with the participants. During the interview, the students often sought for advice from me on how to study English in a respectful manner.

My role as a researcher in this study was as a complete observer (Merriam, 1998). My seat in the classroom was one of the tables in the corner from which I could easily observe the class activities and interactions. I brought some cookies every time I

went to observe the classroom. During the break, while eating cookies, the students expressed their appreciation and I smiled back at them. I usually approached a few students to make an interview schedule or ask some questions that I had prepared in advance. For the first few class meetings, I noticed that the teacher seemed aware of my attendance and observation because she occasionally came to me and peeked at my observational notes. However, as time passed, she became comfortable with my presence and supportive of me, photocopying me all of the students' drafts commented on by her and sharing many stories with me.

In class, I tried not to talk to Dr. Kim in person unless she initiated a comment to me because I did not want my students to think that the teacher and I were too closely connected. My connections to the teacher and the students facilitated their willingness to talk openly with me in general. However, although I was very much aware of my relationship with the teacher in front of the students, some students may have been sensitive to it as well, which may have influenced their responses to my interview questions.

Enhancing the Credibility of the Study

Qualitative methodology necessarily embraces subjectivity in the process of data collection, analysis, and interpretation because the researcher becomes the primary instrument in this approach. Although it is impossible to achieve a complete objectivity in any research, my study incorporated various techniques to meet the standards of

credibility of qualitative research.

My study employed prolonged engagement over the course of a semester. I was “involved with a site sufficiently long to detect and take account of distortions that might otherwise creep into data” (Lincoln & Guba, 1985, p. 302). The intensive involvement allowed me to capture some of the details of the interpersonal relationship between teacher and student in its context in depth. I also employed “triangulation” by collecting data from various sources and methods such as formal and informal interviews, text-based interviews, writing samples, and my own reflective journals. The triangulation allowed me to see the same phenomenon from different perspectives, leading me to a fuller understanding of the phenomenon under investigation. In addition, to ensure my interpretation of the data, I used the method of member checking. I emailed parts of my writing to some students and the teacher throughout the work, including the parts I struggled to interpret, and asked whether they were objectively described. Throughout the analysis and interpretation process, I discussed my interpretation with my classmates, friends, and my professors who knew a great deal about my inquiry and methodological issues. These discussions served the purpose of peer debriefing.

Another way that I worked to enhance credibility of the study was to compare my judgment of the improvement of students’ writing with that of native English-speakers. Because the focus of my study was to examine how the relationship between teacher and students could influence the feedback and revision practice, it was important to see whether the students’ writing had improved from their first to their second drafts throughout the semester. In addition, I asked two native English-speaking classmates to read three students’ first and second drafts out of the first, third, and fifth writing

assignments, and to judge whether there was improvement, and if so, what areas had improved. I randomly chose the students' drafts from each letter grade levels: one from the highest, the other from the average, and the third from the lowest, respectively. Both of these judges agreed that although the degree of improvement was somewhat different from student to student, all the second drafts had become much better than the first drafts in almost all areas.

CHAPTER 4

RESULTS

Overall Picture of the Classroom Context

As Straub (2000) noted, effective feedback practice is tied to the larger work of the classroom context including the makeup of the students, the teacher's pedagogical beliefs, the writing assignment, the focus of instruction, the design of the course, and the larger institutional setting. To understand the relationship between teacher and student within a particular classroom context, and how this relationship can influence the feedback and revision practice there, it is necessary to present the specific characteristics of the classroom members, class activities and writing assignments, and teaching goals and evaluation.

I first describe the overall picture of the students and their background including the history of learning Korean and English, the reasons for taking the class, their expectations of the teacher and the course, their definitions of their roles as writers and text revisers, and their views of what a caring teacher is. I also provide a general description of the teacher and her background including her experience of teaching English, her definitions of her roles as a writing teacher and comment provider, and her views of a caring teacher. In addition, I describe how the teacher set the teaching goals, organized the class activities and writing assignments, and evaluated the students, and how the students responded to each activity.

I then present the descriptive analysis of the actual writing samples commented on by the teacher. In the last part of this chapter, I present five themes that emerged from my analysis of data to illustrate the teacher-student relationship in an EFL writing class and their experiences, especially in the feedback and revision processes, with supporting evidence from the data.

The Students and Their Background

Although most Korean college students in this study had been learning English for at least 8 years throughout their secondary and university schooling, they did not feel confident in writing in English because they had not received any systematic writing instruction, especially based on a multiple-draft, feedback and revision approach. However, because of the emphasis on writing education of this university, all the students in this study but one female student, Sumi, had taken one freshman Korean academic writing course as a requirement. In addition, to be admitted to this university, most students had learned Korean essay writing at a private institute at least for a few months. Accordingly, with the exception of a few students, Sangho, Donghoon, and Jongmin, the students generally felt comfortable writing in Korean. In particular, Joonki, Minho, Minkyung, and Changsoo presented themselves as very confident writers in Korean, stating that they liked to write in Korean and had received many awards from various contests.

The students generally felt confident in writing in Korean, whereas they did not show such confidence in writing in English. For six students, this was their first English academic writing course, whereas three students, Sangho, Soojin, and Minkyung, had

taken two to five English writing courses from native English-speaking teachers at the university language center. Two students, Minho and Sunwoo, had attended English as Second Language courses, which included writing, for two to three months in England and the U.S. respectively. Jongmin, Changsoo, and Sumi had somewhat different academic writing experiences from other students because Jongmin had completed his elementary, junior high, and some of his senior high school in Canada, Australia, and the United States. Changsoo was born and lived in the United States until the third grade of his elementary school. Sumi had studied at a Canadian university for her bachelor's degree. In all, except for Jongmin, all students felt challenged when writing in English and worried about delivering their message concisely in English. When I asked students to evaluate their Korean and English writing ability, they described it in such terms as:

I want to take a job as a reporter. So, I write a lot. In terms of Korean writing, I am very confident. However, when I write in English, I cannot express my idea clearly and sophisticatedly. For example, let's say there are many kinds of A's such as A1, A2, and A3. When I write about the different A's in Korean, I can describe the differences in A's clearly. However, when I describe it in English, I cannot. I cannot delineate the differences and nuances among the A's. (Heetae, 06/26/06, the first interview) [All the interviews were translated from Korean.]

I like writing in Korean. Throughout my school years, I was awarded many prizes from Korean writing contests. My report was even chosen as the best in a campus-university student report writing contest. However, when I write in English, I do not feel confident. I think that's because I haven't practiced writing in English. When I write something in Korean, I have a clear outline. But when I write something in English, I cannot make such an outline. So, I just write. In the middle, I forget what I am writing. Then, my writing does not have any coherence. (Minho, 06/20/06, the first interview)

Although the students were taking this course for many reasons such as to complete their coursework to graduate or to obtain good grades, the primary reason to be

in this class was to learn to write well in English for academic purposes. In addition, the students enrolled in this course because they thought that they could learn English writing better from the feedback and revision approach implemented in this class. In particular, several students referred to the course as trustworthy because it was offered by this university and because they could learn not only from their teacher but also from their classmates, which they could not get from outside sources such as from a private institute. Moreover, the students were also keenly aware of the importance of English as an international language and accordingly the need for non-native speakers of English to become fluent speakers and writers of English. Many students identified learning to write in English as a comprehensive way to improve their English ability.

I need to study English because I plan to study abroad. Even if I don't go study, English is required everywhere. I want to write well in English. So, I have devoted my vacations studying English. I need to increase my vocabulary and know how to use words appropriately. This course has some enforcement... I cannot learn to write in English from a private institute because I cannot trust the teachers there. If I take a writing class on campus, I can trust my teacher and classmates and learn something from them. It is also easy to enter this class if I take it during the summer time. That's why I am here. (Changsoo, 06/ 22/06, the first interview)

Researcher: What brought you to this class?

Dosik: While serving in the KATUSA, I was able to communicate with others but I could not convey my messages clearly. I thought the best way to fix this problem was to take an English writing class, because while writing, I have to think about many things such as vocabulary, grammar, expression, content, etc. Particularly, because writing allows me more time to think than speaking, while writing, I can look up the meaning of the words in a dictionary. It improves my thought process. I believe that practicing writing, writing itself, can increase my English ability comprehensively. Particularly, I think I can improve my English writing ability if I practice writing based on a feedback and revision approach. (Dosik, 06/ 27/06, the first interview)

These students' perceptions of their English writing ability, their teacher and classmates, their expectations of the feedback and revision process, and their reasons for taking this course influenced their attitude toward their teacher and their use of their teacher's comments in revision throughout the semester.

Students' Definition of Their Roles as Writers and Revisers and Their Views of What a Caring Teacher is

Most students saw themselves as less than competent writers and revisers in English. When asked how to feel about each writing assignment, the students thought that writing the narrative paragraph was easier than the descriptive paragraph, which was, in turn, much easier than the argumentative essay. For them, writing the argumentative essay was a struggle because of their limited English ability and because of their lack of knowledge about how to generate ideas, organize them, and express their ideas clearly in English. Most students described their frustration with writing an essay in English as, *"Arguing is difficult for me. When I generate ideas in Korean, it is clear. But when I think about them in English, everything becomes vague."* Other students illustrated their struggles as, *"I brainstorm my ideas in Korean and make a sort of an outline. While translating my ideas in English, I lose my point somewhere in the middle because I cannot describe my ideas clearly. Then, my writing becomes blurred."* Accordingly, to improve their writing quality, they regarded their teacher's support and guidance as necessary.

When students had received their drafts from their teacher, I asked the students how they felt about their grade and their teacher's written comments on their writing during the class break. The students thought the teacher had given reasonable grades to their writing except for Sumi who thought she deserved a better grade. In terms of their teacher's written comments, they perceived that their teacher had provided a sufficient amount of written comments to allow them to revise their drafts. However, the students, in general, believed that the more feedback their teacher gave them, the better they could revise and improve their paper.

If the teacher makes my paper look bloody, I may feel bad. However, I want my teacher to fix more errors on my paper. It is a different matter from how I feel. I have more interest in knowing how others evaluate my writing. Accordingly, I can reduce my mistakes. I want more comments. (Changsoo, 06/22/06, the first interview)

Students' expectations of the comments were reflected in their use of teacher commentary. Revising their texts challenged them for many reasons, including their lack of writing ability, English proficiency, depth and breadth of knowledge, time and effort conflicts, or lack of motivation after having spent intensive efforts on writing. However, while revising the drafts, all students read their teacher's comments with care and tried to use almost all the written comments on their paper as they revised their drafts. The main aims for them to incorporate their teacher's feedback in revision were to improve their writing and to ensure a good grade.

Researcher: How did you revise your paper?

Sangho: I went to the library and read the teacher's feedback on my paper. I revised my paper while reading the comments one by one. I went home, read my paper again, and revised it a little more. I think, I believe that in this way, I can improve the quality of my draft. (Sangho, 06/22/06, the first interview)

Researcher: How did you revise your texts?

Sumi: I revised my paper while reading [the written comments] one by one precisely.

Researcher: How did you feel about your paper after you revised it?

Sumi: I think it became better because I revised it based on my teacher's written comments.

Researcher: What do you expect as your grade?

Sumi: I expect a better grade than on the first draft. (Sumi, 06/23/06, the informal interview)

Students in this study showed diverse opinions of what types of feedback would help improve their writing. Particularly, at the beginning of the semester, half of the students complained about their teacher's comments on their paper because they consisted of too many grammar, punctuation, and format comments as opposed to content, expression, and idea development, which they had expected from their teacher.

Researcher: How do you feel about your teacher's comments on your first draft?

Changsoo: The teacher emphasized too much on format. So, I don't know. (Changsoo, 06/22/06, the informal interview)

Researcher: Can you tell me how you feel about your teacher's comments on your first draft?

Sungjin: She focused too much on format and punctuation on the first and second papers, not mentioning the content and expression of my paper. I think she will give such [content and expression related] comments later. (Sungjin, 06/27/06, the informal interview)

When I asked the students to define the meaning of a caring teacher in this course, their responses were also varied: The majority of the students defined a caring teacher as a knowledgeable person who knew a great deal about how to teach writing and provided good comments to students' writing. They also believed that a caring teacher should provide individualized comments that could fit the students' language level and writing ability. In addition, students thought that a caring teacher should ensure that each student participates in class discussions. Other students described that a caring teacher should

provide encouraging words to the students. In addition to the students' writing ability, complex knowledge, language proficiency, and their goals to improve their writing, there were two additional sources of influences on students' interactions in the classroom and subsequent revisions: the students' expectations for the types of teacher comments and their preconceived notions of a caring teacher.

Teacher's Background

The teacher, Dr. Misun Kim, was a female instructor in her late 30s. She had lived in the U.S. for a year while writing her dissertation. Obtaining her doctoral degree in 19th century American literature from the same university where I was conducting the research, she had taught English reading for four years at a different university. Since 2004, she had begun teaching English writing at this university. When asked to evaluate her English ability, she assessed it as follows:

I feel confident about my English, especially in teaching English writing to Korean EFL students... Some students, parents, or even teachers in Korea believe that native English-speaking teachers may teach English writing better than non-native English-speaking teachers, I don't buy that idea. Because I have learned and taught English in Korea, I know my students' expectations and needs the best. In particular, I feel very confident about the affection I have for my students, my sincerity, and my logical thinking. (Dr. Kim, 06/30/06, the first interview)

When the students were asked to evaluate their teacher's English ability, with the exception of Jongmin, they evaluated her English as "excellent" or "overqualified" to teach them English writing. Although she occasionally used non-colloquial expressions when talking in the classroom, her English demonstrated a high level of proficiency and her written comments were on target and error-free in terms of expression.

When she began teaching writing at this university, there were no established teaching goals or instruction from the university or department, no on-going teacher training programs or shared materials. Therefore, she had had to set the goals, design the course, and prepare teaching materials on her own. Although she liked teaching English writing because she thought she herself could learn the most from it, like most writing teachers, she stated that providing useful comments to her students was labor intensive and time consuming. Particularly, because she believed that in an EFL situation, students usually did not receive sufficient feedback from outside the classroom, one way for a writing teacher to help students improve their writing abilities would be to provide more written comments on the students' papers. Therefore, she spent a great deal of time reading and fixing students' errors on their papers.

In addition, even though she had acquired her doctoral degree from one of the most prestigious universities in Korea and had a good teaching experience, working for the program as an instructor, not as a professor, did not provide her with job stability, which had led her to need to invest a certain amount of time and energy in finding a more stable job. Moreover, although most of the students in the study were exceedingly satisfied with her instruction and assignments, she felt less contented and confident in teaching English writing than teaching English literature, and sometimes felt challenged when she could not clearly explain certain expressions in English, which she assumed qualified native English speakers might be able to do.

In all, although she had received a good education, had excellent English proficiency, and thoughtful teaching techniques, she seemed to perceive herself as a less specialized writing teacher. In addition, the contextual factors that she encountered at this

institution sporadically affected her decision-making of how much of her time and effort she could devote to the course.

Teacher's Definition of Her Roles as a Writing Teacher and Comment Provider and her Views on a Caring Teacher

When asked to define her roles as a writing teacher or comment provider, she described her role as a “guide” who could help students learn the basic skills of English academic writing. Although her main concern about teaching English writing was to help students produce structurally strong and logically coherent writing, not necessarily grammatically correct sentences, she commented that she could not help but fix errors in grammar, vocabulary, punctuation, and format levels because she believed that these errors would interrupt the flow of the sentence.

Researcher: How do you define your roles as a writing teacher?

Dr. Kim: [I am] a guide, my role is a guide. A few students in this class have good knowledge about English and the majority of them don't. More students in this class don't have any idea of English writing. So, as a writing teacher, I introduce the basic structure of writing and encourage them to write logical coherent sentences...

Researcher: How do you define your roles as a comment provider?

Dr. Kim: I have to repeat the same thing here. In commenting on students' writing, I stress the basic structure and logic of writing. I mark over 80% of the students' errors on the first draft. I don't know if it's a lot. I think it's a lot, but there are so many errors, sometimes I am not sure what I really have to stress because there are so many errors which I think interrupt the flow of the sentence. So, in addition to the structure and logic of writing, I comment on grammar, vocabulary, format, and punctuation. (Dr. Kim, 06/30/06, the first interview)

In conjunction with her roles as a writing teacher and comment provider, she viewed a caring teacher in a writing class as a person who could help students develop their English writing skills the most by structuring class activities in an efficient way and

providing many useful written comments on their writing.

Researcher: What is your definition of a caring teacher as a comment provider?

Dr. Kim: So far, for me, I would say that a caring teacher is a teacher who provides precise comments to the students' papers so that they can revise and improve their draft. In addition, a caring teacher can do many things, such as finding students' repetitive mistakes and correcting them through exercises, checking their understanding of writing, helping them work together as a group, or holding an individual conference with each student and explaining to the students about the comments in Korean, which puts them at ease. However, for me, on top of all, in a writing class, providing accurate comments to the students' writing and encouraging them to revise their paper, that's what I think a caring teacher is. (Dr. Kim, 06/30/06, the first interview)

Although Dr. Kim strongly believed that, as a writing teacher, one of the best ways to help students develop their English writing ability would be to provide many written comments to the students' writing and encourage them to revise their drafts, she sometimes perceived conflicts between her beliefs about written comments and her students' expectations of her. She stated:

I don't know. Some students feel that's [providing many written comments, helping students through a variety of activities develop their writing ability] caring, and others don't. I know that some students personally expect me to be friendly to them, to give them a generous grade, or to provide them with more encouraging words. I try to be nice to them, but I am not such a person who can demonstrate my feelings to the students overtly. Particularly, students who struggle to write seem to expect more encouraging words from me. I try to, but I am not such a person who easily shows my feelings to the students. I don't know if it's my personality or if I have a different perspective from others, I think caring means providing more comments to the students' writing and making them study. (Dr. Kim, 06/30/06, the first interview)

Her definition of her roles as a writing teacher and comment provider and views of a caring teacher all affected how she provided written comments to the students' writing and how she interacted with her students inside and outside the classroom.

Setting the Teaching Goals and Designing the Course

The makeup of the students (e.g., English majors vs non-English majors) and the characteristics of the course (e.g., optional vs required or summer vs regular class) all seemed to affect how the teacher set the goals for this semester and designed the course. As previously mentioned in Chapter 3, this course was specifically designed to help EFL students in non-English majors who, except for a few students, perceived their English academic writing ability as relatively low and who voluntarily chose to take this course out of several English courses offered during the summer semester.

Teaching Goals

Herrington (1985) stated that a teacher's ideology, goals, and ways of structuring a class have important effects on students' writing. Given that the teacher set the goals, chose readings, and organized the class activities and the writing assignments, it is important to look at the teacher's perspectives on the course. Because there were no pre-set curricula, guidelines, or requirements from the university or the department for this course, the teacher, Dr. Kim, set the teaching goals of the semester based on her previous teaching experiences and professional judgment. In this sense, she perceived this course as very challenging but flexible in terms of choosing teaching materials and organizing the activities and assignments.

When I first came here, there was nothing. There were no pre-set guidelines and shared materials about how to teach English writing and how to provide comments to the students' writing. So I had to prepare everything on my own. This challenged me, but it also gave me some flexibility and freedom in terms of what and how I teach English writing. (Dr. Kim, 07/03/06, the informal interview)

The teacher's teaching goals in this course seemed to have derived from her consideration of the characteristics of the course and the students. Because it was an English academic writing course, she structured this course to help students understand the basic structure of English academic writing, specifically, argumentative writing, within the five-paragraph essay model. Considering that this was the first English academic writing class for many students, the teacher emphasized not only the basic concepts of English academic writing, including the effective statement for the argumentative essay, punctuation, quotation, plagiarism, and format, but also the accurate use of grammar and vocabulary. Throughout the semester, her emphasis on these elements represented recurrent themes in her comments.

On the first day in class, while explaining the syllabus to the students, the teacher made it clear that the students should critically take her feedback on their writing. She stated, "*I do not want you to revise your paper only based on my written comments on your paper. I wish you would take my feedback as cues to look back on your writing, think about it from different perspectives, and revise it. It is a learning process.*" From her written comments on the students' papers and her lecture, I could see that although the teacher seemed to have strong interest in both form and content of the products, she viewed writing and revision as a process, not as a product (Flower et al., 1986).

The teacher's goals for providing written comments on the students' writing were very much aligned with her teaching goals. When I asked her what her goals were in providing written comments to the students' writing, she stated:

When I make written comments to my students' paper, I first pay attention to the basic structure and logic of writing, whether the structure follows an English structure or not and whether the logic is coherent. Then, I look at

the expressions, whether they are too much Korean. Another important element I focus on is, regardless of what language, the basic logic of writing, whether the piece of writing is logically coherent. I think, I check the logic in writing. (Dr. Kim, 06/30/06, the first interview)

From the description so far, her teaching of the course and the way she provided written comments to the students' writing seemed to be influenced by many factors originated from the students, herself, and the nature of the course. Additionally, the teacher seemed very much influenced by her relationship with her students. That is, how she perceived the students as responding to her and her written comments made on their writing.

In commenting on the students' writing, especially with respect to the structure and logic of English writing, I sometimes perceive that some students do not acknowledge and adopt my feedback even though my comments are very persuasive, believing that their logic and structure are all right. I also perceive that a few students do not have any idea of the structure and logic of writing so that they do not understand my feedback. In general, students who are more knowledgeable acknowledge my feedback and use it in revision better than those who are not. When they see improvement in their writing, they tend to appreciate my effort. However, sometimes, however hard I try to provide comments on their writing, a few students do not work hard to improve their writing. I cannot see improvement in their writing. I sometimes wonder if I gave them effective feedback or not. It's hard for me. (Dr. Kim, 06/30/06, the first interview)

Class Activities and Students' Responses to Each Activity

The teacher's organization of the class activities and the students' responses to them also seemed to affect how the teacher and the students developed their relationship with each other and how they worked together to help students revise their drafts and develop their English writing ability.

Class activities. All in-class and out-of-class activities and readings were chosen to achieve the teacher's goals. As can be seen in Table 3.1 in Chapter 3, in the early class sessions, the teacher focused on lecturing and giving students exercises on the basic elements of English academic writing, including format, punctuation, quotation, and plagiarism. In the later class sessions, the teacher structured various, special in-and out-of-class activities to help students understand the structure and logic of an English argumentative essay. When I asked her rationale for choosing the particular topics for the discussions and writing assignments, she commented, *"I would like to use novels or stories, which I feel more comfortable for the class discussions and the writing assignments because they are my specialty areas. However, from my teaching experience, I found that students preferred debatable topics [such as those] listed below."*

As previously noted in Chapter 3, the students were required to write five papers over the course of the semester. Among the five papers, the first narration paragraph was an in-class activity and the rest were take-home assignments. After her lecture on what makes for an effective and ineffective introduction and conclusion, the students were asked to write the first writing in class for 45 minutes, choosing one topic from a list of three options. For the second writing task, to help the students understand the description paragraph, the teacher provided each group with descriptive writing samples written by her previous students and asked them to discuss good and poor aspects about each sample. Each group was then asked to share the group's opinions and evaluations about each sample with other students. The first argumentative essay was given to the students after discussing *"Electric Monitoring"* in class. The readings on this topic were provided on the second day of the class. At the beginning of the semester, the teacher also provided

the students with five-page reading materials on the *Death Penalty*, *Gay Adoption*, *Pornography*, *Euthanasia*, and *Globalization* for the fourth writing assignment. After reading the materials, they were required in groups of two or three students to present their responses in class to the topic they had chosen. Prior to the presentation, each group was also required to meet the teaching assistant to have some feedback on their presentation and post their summary at an e-class site to remind other groups of the topic and the content. Before the fifth writing assignment was given to the students, the teacher and the students watched a movie, *Crash*, in the media lab and discussed it in class. The teacher structured all class activities in a specific way so that the students would be familiar with the topics on which they were to write.

Once the students' writing was submitted to the teacher, she made written comments on each draft within two to three days and returned papers to the students in class. At least one to two weeks were allowed for the students to revise their paper. In particular, after providing written comments on the first draft of the third writing assignment, the teacher held an individual conference with each student for about 30 minutes to help them revise their drafts. Prior to the conference, the teacher stated in class that the students should prepare for the conference by reading through their papers and the teacher's comments and by making a list of questions. During this conference, Korean was allowed, and the students asked questions about the written comments on their drafts as well as about writing in general. For the last two argumentative essays, she added an extra office hour for the students. The teacher also made a special effort to increase students' vocabulary knowledge. Throughout the semester, the students were required to read articles or newspapers, copy "*40 useful, fresh active verbs or verbal*

phrases in hand,” and submit them to their teaching assistant five times. The teaching assistant checked and graded the vocabulary list. Except for the last assignment that I volunteered to collect from the students for my interview, the students submitted their assignments to their teacher through email.

Students’ responses to each activity. Although the students’ responses to each activity varied, the students generally perceived and evaluated that the lecture and individual conference were very helpful to write and revise their paper. In particular, the students commented that because the individual conference was very useful to better understand their teacher’s perspective and expectations for their writing and revision because it was conducted in Korean. The transcript of the individual conference additionally revealed that although over 90 % of the conversation at the conference consisted of the teacher’s explanations, the teacher used many encouraging words and jokes, which I rarely observed or heard during her lecture or saw in her written comments in English. These were contrasting responses toward the in-class discussions and presentations. Many students questioned why the teacher included so many class discussions for a writing course. Class observations also made it clear that as the discussion continued, at least a few of the students did not seem to be very much engaged in the discussions. Four or five students participated in class discussions only when they were directly called on. Thus, the discussions were carried by the other four or five students.

Despite the students’ likes and dislikes for each activity, the last interview and the follow-up interviews with the students revealed that most of the students perceived and

evaluated that their teacher had organized class activities very effectively without wasting time and that they had learned a lot from each writing assignment and that their writing had improved. Taken together, they evaluated that it had been worthwhile to invest their time and effort to take this course during the summer break. When asked if they would be willing to recommend this course to their friends, almost all students commented that they would.

Evaluation

The grades and evaluation rules for each activity were as follows:

1.	Vocabulary list:	20
2.	2 Paragraphs 5 + 5	10
3.	3 Essays 10 + 10 + 10	30
4.	1 Group presentation	15
5.	Participation & Attitude	15
6.	2 visits to Media lab	10

* Attendance rule: Missing one day = F automatically. If you do not get to the classroom until I close the roll book, you will be marked tardy. One tardy won't affect your grade, but from the second one, you will get 1 point penalty per tardy. If you are late more than 30 minutes, 2 points (per tardy) will be subtracted from your final grade. Just be punctual!

In terms of evaluation, the teacher had somewhat strict requirements for the students to follow. At the very beginning of the semester, a detailed written statement of each requirement was provided. Throughout the semester, except for the day when the city was flooded due to heavy rain, none of the students missed or were late for the class

or turned in late assignments, except for Jongmin who forgot to email one assignment to his teacher and had to send it via email right after the class.

The reasons behind the strict evaluation and grading for all class activities and assignments seemed to derive from the teacher's desire for the students to participate fully in each activity and learn something from it. Particularly, she did so because it was a summer course when students might be easily distracted by many social activities. Although a few students expressed that they felt very nervous about their teacher's strict requirements, most students, in general, took these as legitimate requirements.

Descriptive Analysis of Written Comments

Because the focus of my investigation was the teacher's written comments provided on the drafts of the students' writing, it seemed important to look at the actual feedback on the students' writing. What did the students write for the composition class? What kinds of written feedback did the teacher provide on the students' papers? How did this feedback change over time? Of the five writing assignments, the last three papers were all argumentative essays. Below, I present examples of the three different types of writing samples in the following order: narrative paragraph, descriptive paragraph, and argumentative essay.

Figure 4.1. Narration Paragraph: Minho

Paragraph #1: Narration Paragraph

- * Choose one topic and write a narration paragraph. Don't go beyond the underlined space.
- 1. The most memorable experience in your life.
- 2. An experience in a new country.
- 3. The first time you met an important friend or your significant other.

My ^{Cap.} first term in the university ^{← vague, not interesting enough}

1.5(My first term ^{interesting} was ~~very~~ terrible but special experience. Five years ago, I entered the university which I had truly wanted to get in. In the first morning of the university, I was so excited to attend a famous professor's class. My dream would come true! ^{interesting experience} but who had known! ^{Combine the two sentences with proper modification} I couldn't take the first lecture from him, for my friends whom I ^{w.w.} made through O.T. and M.T, asked me of ^{w.f.} going to play the billiards. I should have said, "No." but I just said, "yes". After all, I missed all the classes (that ~~was~~ ^{was}) scheduled for ~~the~~ ^{day} ~~more~~ serious problem was that the situation was repeated every day. In the final, I got (too much) ~~terrible~~ ^{terrible} term-grades ^(!) between C and D. (Because of that,) I was so sorrowful. ^{Try not to begin your sentence with "But," or "And."} But at that time, my friends, who played together with me, cheered me up. So, you can say that, "If you lose one thing, you might gain another special-thing.") c.s

☺ interesting story good structure!

☹ grammar mistakes redundancy lack of sentence variety unclear controlling idea: something special about the experience is not clearly suggested.

The Utmost Abomination in the Universe

T.S.

Stupefying and suffocating horror exudes from Darth Vader. Even at a far distant anyone can recognize him because he wears only black clothes. He wears a helmet, on top of which is round and bottom of which ends as a squid-like-figure to accommodate his head. He also wears an antigas mask not only to prevent others to see his ugly faces burned to the extent of a monster but also to breathe. The glasses of the mask are approximately 4 or 5 inch diameter large, circular, and black. Moreover, the shape of mouthpiece is triangular, so it contributes his bizarreness. Also, he wears black jacket and cloak. With aforementioned helmet and this cloak, the ambience of the knight of the Middle age oozes from him. In front his abdomen he carries gadget for maintaining his life, because he was injured almost to death in the past and operated on to half-machine except his brain. Encountering his enemy, he draws out his famous light saber which flares red and resonates making sound of "woong-woong". Furthermore, with his another black clothing such as pants, gauntlets and boots, he finalizes his black countenance. However, what consummates his character in the end is his voice. His sibilant voice along with "huh-pah" sound of the life-sustaining implement terrifies people who hear it.

C.S.

fascinating description!

Figure 4.3. Argumentative Essay (page 1): Joonki

Don't Burn Your House to Get Rid of the Mice: Inefficiency and Danger of Electronic Monitoring

Double Space!

February 17, 2006, an 11-year-old girl was abused and killed by her neighbor, ~~who was an ex-convict in Seoul.~~ This tragic case triggered the outcry for tracking ~~released sex-offenders by electronic bracelet and releasing of molesters' information~~ on public web sites. Before we make a choice, however, we should examine the efficiency and social effect of electronic monitoring. Is it wise to choose the electronic monitoring to protect our family from crimes? The answer is no: it's inefficient and dangerous. T.S.

First of all, electronic monitoring is ineffectual to prevent sexual assaults. Advocates of electronic monitoring insist that electronic monitoring can prevent molestation more effectively by public alarm and constant surveillance; however, they are making a wrong guess. According to Cayenne Bird, 90% of sex offenders are victim's family member and other well-known persons (Bird, 2006). Anxiety of "unknown neighbor sexual predator" is exaggerated. And even if electronic bracelet had been tagged on offender's wrist, sad to say, nobody could stop the tragedy of Seoul by electronic monitoring. The molestation occurred in offender's shop; electronic tracker is useless in such situation.

Second, electronic monitoring violates individual rights of sexual offenders and their innocent family. The surveillance system regards the ex-convict as a probable criminal. It is against the Constitution that says "Everyone should be presumed as innocent until judgment of guilt has been pronounced (Article 27 Clause 4)." Furthermore, by tracking and releasing sexual offender's location, electronic monitoring invades privacy of offenders and their family. What is worse, it can bring "vigilant" violence of other people as Eric Lotke observed in "Politics and Irrelevance: Community Notification Statutes." In Oregon, for example, one sex offender's house

was burned down by a resident of his town. (Lotke, 1997)
 Third, electronic monitoring can cause "net-widening" effect. Byong-Seon Kwak and Vincenzo Rondinelli point out that the use of electronic monitoring can expand the net of surveillance and punishment. (Kwak, 1997:85 Rondinelli, 1998) Excessive

Figure 4.4. Argumentative Essay (page 2): Joonki

expansion of social control will extend the denotation of crime and increase unnecessary punishments. In such tendency, overstretched judicial power may damage civil liberty of our society. Electronic monitoring infringes not only the sex offenders' rights, but also ours.

For the ^{above} ~~mentioned~~ reasons, I am opposed to introduce ^{w.f.} electronic monitoring. Electronic monitoring is incompetent to preventing sexual assaults, and it disturbs our inviolable civil rights and liberty. Heinous sex crimes on our children and friends enrage us; however, impetuous emotional decision may aggravate ^{Make it positive} situation. Our basis of choice must be a cold reason, not a hot indignation. We should not burn our house to get ride of the mice. good entry

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 no titles

solid structure
persuasive logic

Because the first narrative paragraph was written in class, it appeared to be shorter than the descriptive paragraph even though the teacher clearly stated in class that it was the same one paragraph writing assignment. In particular, Youngjoo wrote the shortest paragraph for this task, which caused some degree of frustration for her.

I cannot write if I have to write within a limited time. I cannot think about anything, the topic. I was almost blank. The pressure, I don't like the pressure on me. I know it is one way, easy way to test students' writing ability, but I usually start to write earlier than other students and invest more time and effort to produce a good piece... I spent 10 hours to write a descriptive paragraph yesterday. I don't know what grade I will have, but I invested so much time and effort to make it better. That's [starting earlier than other students and investing a lot of time and effort to produce a good piece] also a student's ability, isn't it? I wish my teacher would think about that. (Youngjoo, 06/23/06, the first interview)

The maximum number of words in one comment the teacher made on the students' writing was 15 words, primarily consisting of English words. The majority of the written comments were interlinear or marginal comments. For the first three drafts, the teacher provided summative end comments regarding the positive and negative attributes of the students' writing. The teacher also put a special effort to comment extensively on the first three writing assignments. For example, she used two different colored pens to indicate the positive and negative attributes of the students' writing: green and black colored pens. The thick underlines and thick ink used for some of the comments above suggested positive qualities in the paper, whereas thin underlines and thin printing implied that the draft needed to be fixed. In addition, she used abbreviated codes such as w.f.=wrong form and p.=punctuation that she had explained to the students on the first day of her class, as well as emoticons (e.g., smile and sadness) to indicate positive and negative attributes in the draft. For most students, their teacher's efforts to

provide these kinds of comments were perceived as a sign of care for them.

The different types of written comments the teacher made at the beginning of the semester, such as underlines, smiles, and summative types of comments on my draft, helped me revise my paper. When I read and saw those comments in my draft, I felt good. These comments gave me some sense to evaluate the good and poor attributes of my writing. (Changsoo, 07/27/06, the third interview)

The most frequent comments were those about grammar, followed by organization, expression, content, mechanics, and vocabulary. However, the majority of comments on grammar were related to the omission of articles (e.g., make v choice, v civil liberty of our society, releasing of v molesters' information, etc.), and most comments on organization were positive comments (e.g., T.S, C.S, good intro, good ending, etc.). Because the students preferred to receive global feedback on correct vocabulary choice, content, expression, and organization over local feedback on grammar, format, and mechanics, I noticed some tension between the teacher and the students, particularly at the beginning of the semester.

I think local problems, for example, grammar or format, are easy to fix. I think my teacher should focus on how to help students develop the logic in writing. That's what I think are good comments. From her teaching writing, I can say that she is a good teacher because unlike many teachers, she does not follow any specific textbook, but uses her own materials she has developed. I like that. The ways she led the class activities were very efficient. But the feedback I received was not what I really expected because I think feedback on logic is more important than feedback on grammar. She pointed out grammar, spelling errors, and sentence marks...in my writing with only a small amount of feedback on sentence structure. (Donghoon, 06/27/06, the first interview)

Previous studies indicated that teachers adopt one or several roles as they comment on students' papers, including judging, evaluating, coaching, or reader roles (Dragga, 1992; Fife & O'Neill, 2001; Smith, 1997). Similarly, Dr. Kim adopted an

evaluative and judging role (e.g., good intro. or fascinating description!) in commenting on the students' draft, focusing on an intellectual level over a personal level. These evaluative comments were rather directive (e.g., Double space!), sometimes alternating between directive and suggestive comments (Cho, Schunn, & Charney, 2006). However, these directive and suggestive comments (e.g., "Not bad, but try to make a more smooth, logically interesting transition") did not provide students with definitive and specific example sentences or directions, particularly for the first draft. This caused some confusion for the students who had relatively low English proficiency and writing skills.

Researcher: How did you feel about your teacher's comments on your draft?

Donghoon: I kind of expected to receive a lot of feedback from my teacher for this paper, because I did not invest a lot of time and effort. Yeah, I kind of felt bad. From my teacher's comments, I could see my English level and thought that I should study English more.

Researcher: How did you revise it?

Donghoon: I read the comments on my draft and tried to figure out the problems of my draft. In fact, I felt that it was more challenging to revise my paper than to write again because there were too many comments. I had to change the whole paper. It took all day to fix it. I did not exactly understand what the teacher asked me to do sometimes and even though I figured out what she asked me to fix, I did not know how to fix the problems. It was so confusing.

Researcher: Would you give me some examples of that?

Donghoon: [pointing to a comment on his draft] I don't know why she made this comment on this. (Donghoon, 07/14/06, the second interview)

Figure 4.5. Donghoon's First Draft of the Third Assignment

Confining ^{unparalleled} criminal in his(her) home can be more favorable than put him(her) behind bars. There is a family in home. Being in confinement, ^{family connecting} family can alleviate to prisoner feels that not to be isolated. (in sentenced time, living home means) that criminals can keep up relationships with society. We can approve to see television and use internet ^{w.f.} restrictive. For

Annotations:
 - Above "Confining": ^{unparalleled}
 - Above "family": ^{family connecting}
 - Above "that not to be isolated": ^{awkward conversation}
 - Above "use internet": ^{w.f.}
 - Above "restrictive": ^{w.f.}
 - Above "For": ^{For}

As seen in Figure 4.5, Donghoon's original draft did not have sentence unity and coherence. Upon receiving the comment, "faulty connection," even though his teacher provided him detailed explanations about this during the individual conference, he did not understand his teacher's point. Shown in Figure 4.6, in revision, he did not change his draft effectively, putting "prisoners" before "being." On his second draft, the teacher offered him a specific example sentence.

Figure 4.6. Donghoon's Second Draft of the Third Assignment

term of imprisonment for sex criminals like other country at least.
 Confining criminals in their home can be more favorable that putting their
 behind bars. A family is in home. Prisoners being in confinement family can
alleviate prisoner not to have isolated feeling. Moreover, criminals can keep up
 u.w. Zf (When) the criminals are allowed to stay at their home, their family

Progression of Written Comments

As seen in Figure 4.7 and 4.8 below, it was apparent that the total number of written comments the teacher made on the students' writing generally decreased from their first draft to their second draft. As stated in Chapter 3, compared to the first draft, the second draft usually had improved in all aspects, in that it had better organization, content, and expression with fewer grammatical and mechanical errors. Another noticeable difference between two drafts was that the teacher offered more specific example phrases, clauses, or sentences on the second draft, sometimes in Korean.

Figure 4.7. Minho's First Draft of the Third Assignment

Recently, a new bill, so called Electronic Bracelet Act, has been introduced in Korean Assembly. The main purpose of the Act is to prevent re-occurring of sex crimes because the second offence rate of the crime is very high; it reaches 80%. Especially, the number of the ~~crime's~~ ^{pl.} victim under 20 has been increasing, so many people expect that the bill can also protect our innocent children from dirty sex offenders. But we have to be much more ^{a little too abrupt and strong} rational than emotional. The bill, applied to those who serve out their sentences, ^{it's a little too abrupt and strong} has been ^{T.S. but unclear controlling idea. Clarify your stance.} causing ^{awk.} important, inevitable controversies over human rights, double punishment and its effectiveness.

Firstly, we should not regard the human rights of the sex criminals as something to ^{awk.} overlook or disdain. ^{ap.} We, as a human with warm heart, have much true sympathy with the ^{pl.} victim of the sex crime; if the victim is a children, ^{awk w.f.} we may feel intolerable angry ^{is + the + the} with the ^{ap.} criminals. ^{Do not overuse one pattern!} So, we are apt to think that a sex offender deserves to be under strict surveillance with an electronic bracelet. ^{ap.} However, Though someone committed a sex crime in the past, we can't and shouldn't treat him or her as a potential criminal. In terms of human rights, the Presumption of Innocence is one of very basic principles to maintain our society's legalism. ^{ap.} Therefore, We can't put the electronic bracelet on somebody's wrist only because of his or her past crime careers. ^{w.f. + adj.}

We can't also punish criminals twice (by two different ways) for double punishment ^{is unconstitutional} isn't allowed in modern legalistic states. By emotional judgement, people surely want to ^{awk. other adjectives} make many penalties on sex offenders as possible as they can; if you are one of victim's family and friends, you would even feel like killing the harmer. But the public power can ^{awkward, wordy} exercise the official right to punish criminals on the fundamental principle that only one ^{w.w.} penalty is for one crime. We may be able to approve of Electronic Bracelet Act to observe those who have their indictment suspended or are under the probation because such a ^{unclear}

Figure 4. 8. Minho's Second Draft of the Third Assignment

Recently, a new bill, so called Electronic Bracelet Act, has been introduced in Korean Assembly. The main purpose of the Act is to prevent re-occurring ^{ence} of sex crimes because the second offence rate of the crime is very high; it reaches 80%. Especially, the number of the victims under 20 has been increasing, so many people expect that the bill can also protect our innocent children from dirty sex offenders. ^{good intro.} Under any circumstances, however, we ought not to apply the ^{이걸로 형사처벌을 하겠지? law} bill to those who served out their sentences. Otherwise, ^{logically not pertinent enough} the bill will cause important, inevitable controversies over human rights, ^{T.S} double punishment and its effectiveness. ^{→ we will commit serious violations on human rights and double punishment. 2 조항 6}

Firstly, we should not regard the human rights of the sex criminals as ^{이걸로 형사처벌을 하겠지? law} something to overlook or disdain. We ^{can't help but feeling} feel sympathy for the victims of the sex crime; if the victim is a child, we may be ^{get furious} very angry with the criminals. It is emotionally natural that many people think that a sex offender deserves to be under strict surveillance with the electronic bracelet. However, though someone committed a sex crime in the past, we can't and shouldn't treat him or her as a potential criminal. The Presumption of Innocence is one of the very basic principles to maintain our society's legalism for human rights. Therefore, we can't put the electronic bracelet on somebody's wrist only because of his or her past criminal careers.

Secondly, we can't punish criminals twice, for double punishment is unconstitutional. Many people surely want to punish sex offenders very strictly; if you are one of the victim's family ^{or} and friends, you would even feel like killing the harmer. But the official punishment system should be operated

Individualized Feedback

Patterns of the teacher's written comments changed from student to student as the semester progressed. Although not all students' drafts followed the same patterns as below, the students who had better writing ability, English proficiency, and complex knowledge received fewer written comments on their drafts than those who had limited writing ability, English proficiency, and simple thoughts over the course of the semester. For example, for Joonki, who was one of the students who received the highest grades in class, the amount of written comments on his drafts significantly decreased from the third to the fifth assignment (See Figure 4.9 and 4.10). My class observation also proved that he raised many astute questions and commented on other students' questions from various perspectives. In addition, as seen in Figure 4.10, in writing an argumentative essay, he made his statement stronger by referring to a phrase or sentence extracted from a famous author.

In contrast, for Donghoon who had difficulty using his teacher's written comments throughout the semester, the differences in the amount of his teacher's comments between the first and second draft was not so dramatic (See Figure 4.11 and 4.12). As his writing samples showed, his sentences were relatively short and ungrammatical, and his writing did not have a clear focus. The teacher occasionally provided written comments in Korean on his draft. From my observation of two students' drafts, it was evident that the teacher clearly understood each student's English writing ability and tried to make individualized comments on their drafts.

Figure 4.9. Joonki's First Draft of the Third Assignment

Don't Burn Your House to Get Rid of the Mice: Inefficiency and Danger of Electronic Monitoring

Double Space!

February 17, 2006, an 11-year-old girl was abused and killed by her neighbor, who was an ex-convict in Seoul. This tragic case triggered the outcry for tracking released sex-offenders by electronic bracelet and releasing of molesters' information on public web sites. Before we make a choice, however, we should examine the efficiency and social effect of electronic monitoring. Is it wise to choose the electronic monitoring to protect our family from crimes? The answer is no: it's inefficient and dangerous. *unclear too broad*

First of all, electronic monitoring is ineffectual to prevent sexual assaults. Advocates of electronic monitoring insist that electronic monitoring can prevent molestation more effectively by public alarm and constant surveillance; however, they are making a wrong guess. According to Cayenne Bird, 90% of sex offenders are victim's family member and other well-known persons (Bird, 2006). Anxiety of "unknown neighbor sexual predator" is exaggerated. And even if electronic bracelet had been tagged on offender's wrist, sad to say, nobody could stop the tragedy of Seoul by electronic monitoring. The molestation occurred in offender's shop; electronic tracker is useless in such situation. *Make a more directly relate explanation.*

Second, electronic monitoring violates individual rights of sexual offenders and their innocent family. The surveillance system regards the ex-convict as a probable criminal. It is against the Constitution that says "Everyone should be presumed as innocent until judgment of guilt has been pronounced (Article 27 Clause 4)." Furthermore, by tracking and releasing sexual offender's location, electronic monitoring invades privacy of offenders and their family. What is worse, it can bring "vigilant" violence of other people as Eric Lotke observed in "Politics and Irrelevance: Community Notification Statutes." In Oregon, for example, one sex offender's house

was burned down by a resident of his town. (Lotke, 1997) *Not bad, but was burned down by a resident of his town. (Lotke, 1997) page number*

Third, electronic monitoring can cause "net-widening" effect. Byong-Seon Kwak and Vincenzo Rondinelli point out that the use of electronic monitoring can expand the net of surveillance and punishment. (Kwak, 1997:85 Rondinelli, 1998) *Try to make a more smooth, logically interesting transition.*

Figure 4.10. Joonki's First Draft of the Fifth Assignment

False Promise of Globalization

interesting
intro.

good
sentences.

"A specter is haunting the world—specter of communism." In 1848, Karl Marx declared the beginning of a new era with this famous statement^o in his historical book, *the Communist Manifesto*. In these days, another specter is haunting the world—the specter of globalization. This new rule of global economy can be summarized as follows: liberalization of global capital flows, elimination of trade barriers, and reduction of governmental spending on society. Advocates of globalization insist that these market-oriented globalization policy will bring enormous benefits to all countries and peoples. But in reality, their rosy view is wrong. Economic globalization ^{awk.} has serious difficulties on three levels: systemic, inter-state, intra-state problems.

On the systemic level, globalization increases instability of whole international financial system. As Dani Rodrik has pointed out in "the Global Fix"^o market cannot survive without three functions: ^{Why any forms? What is the subject of the verbs?} regulating, stabilizing, and legitimating. Someone should inhibit unfair competition and fraud, control the boom-bust cycle, and help the distribution of risks and rewards (Rodrik, 1998: 17-18). In domestic level, government plays these ^{pl.} role; however, there is no such an authority or institution who does these ~~job~~ ^{p.} in world-wide level. Therefore global financial markets are "inherently unstable, subject to bubbles, panics, shortsightedness, and self-fulfilling prophecies." (Rodrik, 2001: 57-58) Globalization accelerates this tendency by reducing regulations on global capital flow. George Soros^{Cap.} warns, in "the Capitalist Threat," that this blinded policy may undermine not only stability of world economy

Figure 4.11. Donghoon's First Draft of the Third Assignment

Electronic Monitoring to the Criminal !

Seeing news about second offense, specifically about sex crimes, government's policy dealing with criminals seems to be unsuccessful. According to Lee, Eung-Hyuk, Professor of Police college, "We don't have any statistic data about second sex crimes." (Park). As you see, although many expert forecast high second-offense rate, sufficient solution has not been prepared. Because sex crime doesn't take life but affects harshly to the victim, we should endeavor to bring down the rate of the second offense. It is no doubt about electronic monitoring will be a effective (and convenient) way to prevent second offense and to rehabilitation.

(Before discuss about electric monitoring, let's point out that) the term of imprisonment about sex crime is too short in Korea in comparison other countries. (America, England, etc) According to a Korea criminal policy researcher, "In America, average term of imprisonment to the sexual predator is eight year eight month, but In Korea, only five year" (editorial). Surely we may confront the revision law of sentence. (What we can do in this condition will be discussed later paragraph.)

Confining criminal in his(her) home can be more favorable than put him(her) behind bars. There is a family in home. Being in confinement, family can alleviate to prisoner feels that not to be isolated. (In sentenced time, living home means) that criminals can keep up relationships with society. We can approve to see television and use internet restrictive. For example, prisoner will be granted that using internet, but using only limited time and limited web-site. Unfortunately, they will not permitted to accept violent or sexual cite. But, beyond the shadow of doubt, only using limited internet will be make prisoner more suitable when (s)he goes out the society. So we would expect rehabilitation and preventing re-offense in one breath. It is killing two birds with one stone.

But there exist opposite opinion. Mainly, opposite viewers say that although electronic

Figure 4.12. Donghoon's First Draft of the Fifth Assignment

Globalization And Our Culture

John wakes up hearing an alarm clock ~~made in~~ Swatch and goes to the office hearing music from the MP3 player ~~made in~~ Sony. He ^{W.W.} meets Starbucks and drinks coffee [?] during attendance. In office, he talks to ^{his} colleague about Premiere League Soccer that he saw yesterday. ~~John is not special person. He is the same as we.~~

Like John, we live with many things from other country. ^{pl.} Already Politics, economics, society, and culture of other country ^{pl.} affects ~~in~~ our life. This is ~~very~~ consequent phenomenon ^{am 1 2} and unstoppable. We can't stop globalization but can utilize it. We need intelligent attitude ^{pl. 1} accepting globalization-selective. | T. S.

Our culture should be protected before globalization. The attitude considering ~~goods of foreign country~~ prior to the ours and disregard ^{unfamiliar} our goods is dangerous.

This is ^{very awkward, inaccurate} like the toadyism we had when Chosun Dynasty. And ^{W.P.} history shows ^{not different from} we that as a result of toadyism, Chosun is subordinated by other country. Then what will we have to do? Making a famous brand can be one way. Famous brands of other ^{Write the name(s)}

country ^{pl.} not only earn money but also show characteristics of their culture. For example, "Mont Blanc", a fountain pen made in Germany, shows German's pride of Mont Blanc. The number 4810 ^{is} carved on a penpoint, which ^{is} height of Mont Blanc, and the white star logo means a crystal of snow which ^{apr.} cover Mont Blanc all

year. This factor, ^{awk} using their culture to the pen, ^{is a one reason of the success of} Mont Blanc ^{active verb} (<http://blog.naver.com/hongjiig?Redirect=Log&logNo=140001377389>)

We should ^{awk.} make our goods combining our culture, and should ^{more interesting, vivid, active verbs} make foreign consumer to spend money. This will protect our culture from attack of other culture ^{pl.} from globalization. ~~At~~ recently, ^{W.W.} success of ^{in 19175} movie named "The King's men" attract our

view. It establishes a new record about total cinema audiences in Korea, ^{W.W.} winning other Hollywood's ^{pl.} movie and ^{W.W.} gives favorable criticism ^{pl.} from foreign country. This

Having described how the writing and revision practice worked in this course, let us turn to how the teacher and the students worked together to develop the students' academic writing ability in English. What kinds of experiences did the students have and how did they interact with their teacher? How did the teacher help the students develop their writing ability? Reading through all data from the students' writing samples, interviews with the students and the teacher, and class observations, I was able to develop a picture of the dynamic and complex relationships between the teacher and the students. In the following, I present five themes that emerged from my analysis of data to illustrate the relationship between the teacher and the students in this EFL writing class in Korea, and how this relationship influenced the ways the teacher made written comments on the students' writing and the processes by which the students responded to these comments in revision.

Theme 1: I Apprehend my Students' Struggles to Write and Revise their Paper in English

As Goldstein (2005) noted, the teacher and the students worked within a very complicated context as they wrote, commented, and revised. Their beliefs, expectations, values, and relations of power derived from and were deeply rooted in a specific sociocultural environment and constantly shaped and constrained their actions and interactions through oral or written language (Vygotsky, 1978). The educational and cultural background the teacher shared with her students allowed her to empathize with her students, which seemed to contribute to developing a caring relationship with them. In particular, the teacher's ability to share the same language with her students helped her

explain difficult concepts involved in writing and revising processes. However, both the teacher and the students sometimes felt lacking a native-English speaker's intuition about English, which occasionally reduced their relationship with each other.

The students in this study had learned English for at least eight years and had obtained sufficient scores in English to be admitted to this university and this course. However, most of them, except for Jongmin, who had studied English for more than ten years in an English-speaking environment, perceived their English ability as extremely low and commonly evaluated it as *"My writing is like an elementary student's writing."* They blamed their lack of English writing ability on the Korean English educational system because it had not focused on increasing students' English writing skills. For these students, writing in English seemed to involve a risky, painful task, demonstrating their frustration and struggles. In particular, students who usually identified themselves as confident Korean writers seemed to experience more frustration than those who described themselves as less confident Korean writers. The most frustration seemed to arise when they were not able to clearly and delicately convey their ideas, as they could do when writing in Korean.

I feel confident in writing in Korean and I like it. When I write in Korean, I can write whatever I want to. But when I write in English, it is hard. I cannot come up with clear ideas and expressions. My English writing is like an elementary school student's even though I have received a long English education. It is terrible. I don't know if we have practiced English writing in school. When my teacher asks me to write something in English, I don't feel that I write, but I just put some words into a grammatical sequence. The sentences are too plain and simple. I don't see the clear ideas I wanted to express in my English writing. (Minho, 06/20/06, the first interview)

When I write in English, I tend to repeat the same words and expressions, not making diverse sentences. In terms of organization, I feel all right,

because English and Korean writing share many similarities. I kind of know the English structure. But developing my ideas logically is hard for me. Because I am a doctoral student, I have to publish articles in English...I write a lot of movie reviews and upload them on the website. People who read my reviews have commented that I am a talented writer. However, when I write in English, I cannot express my ideas diversely and coherently. It frustrates me. (Minkyung, 06/27/06, the first interview)

I don't like my English writing because it is like an elementary school student's writing. When I write in my native language, I don't write like this. It is too plain and straightforward. It does not have sharpness and elegance there. I don't like this kind of writing. I cannot believe I wrote this piece (Changsoo, 07/27/06, the third interview)

The teacher, Dr. Kim, who was born in Korea and had learned English in the same Korean educational system in which writing had not been a major focus, had gone through similar difficulties as her students. In addition, she had obtained her B.A., M. A., and Ph.D. degrees from the same university as the students and had been teaching reading and writing in the university settings for several years. Thus, she knew a great deal about her students' difficulties, feelings, and concerns about learning to write in English. Based on her experience of learning and teaching English in Korea, she demonstrated her ability as an English writing teacher in two major ways: structuring all class activities and writing assignments to help students understand English academic writing and providing useful written comments to the students' writing that they were to use to revise their drafts. Because of the teacher's precise lesson plans and feedback and revision practices, the students felt that they could learn English writing more effectively even within the limited amount of time they had in the course.

She has prepared good materials and organized class activities according to her precise lesson plans. Thus, there is no waste of time. She manages time very effectively. Even for the assignments, she provides a very precise and clear plan for us, even when we need to submit our paper and when we receive our comments. Because of her precise plan, I feel that we

learn a lot more from this class within a limited time. I think she is a very effective teacher. (Youngjoo, 06/23/06, the first interview)

In particular, Sangho, who very actively participated in class activities and responded to his teacher's feedback throughout the semester, commented that he did not feel bored in her class even though it was a four-hour lesson.

Sangho: I don't feel bored in this class because my teacher provides a variety of activities for us. I think she makes very good comments on my drafts and knows a lot about teaching writing.

Researcher: How do you know she knows a lot about teaching writing?

Sangho: Well, from her teaching in class, her class activities are very interesting. As I told you during lunch time, even though it is a four-hour lesson, it is not boring at all. We have lecture, writing exercises, and discussions. I like the interactions we have with each other. At first, I was worried about the long-hour class sessions, but not anymore. I feel it is all right. (Sangho, 06/22/06, the first interview)

Although she described herself someone who was not effusive and who could not easily demonstrate love to her students, the teacher was responsive and attentive to the students' needs and gave primacy to their goals, not to her own if needed even if momentarily.

I am not a flowery person, showing a lot of love to the students. Some students may complain about this, especially students who have difficulty in writing and revising their paper. But I usually receive good evaluation from my students because I am fair to everybody...when I make written comments on my students' papers, if I feel that the student is struggling to write or revise his or her paper, I tone it down. Even though I have a busy schedule, I consult with the students once or twice a semester in Korean. From the conversations, we get to know each other's expectations better. (Dr. Kim, 06/30/06, the first interview)

However, although the teacher apprehended her students' difficulties and feelings and had organized all class activities and assignments to match maximally with the students' wants and needs, and although the students, in turn, perceived their teacher as exceptional and appreciated her efforts, both the teacher and the students occasionally felt

their limitations as non-native English speakers, which then periodically affected the development of a trusting relationship between the teacher and the students. For example, Changsoo, who identified himself as a good Korean writer, was one of the best English writers in this class, partly because he had been born and raised in the U.S. until his third grade. On his third writing assignment in Figure 4.13 below, the teacher underlined the first sentence with a thin-colored pen and wrote “awk” above the underlined area, which meant that the particular area in his writing needed to be fixed.

Figure 4. 13. Changsoo’s First Draft of the Third Assignment

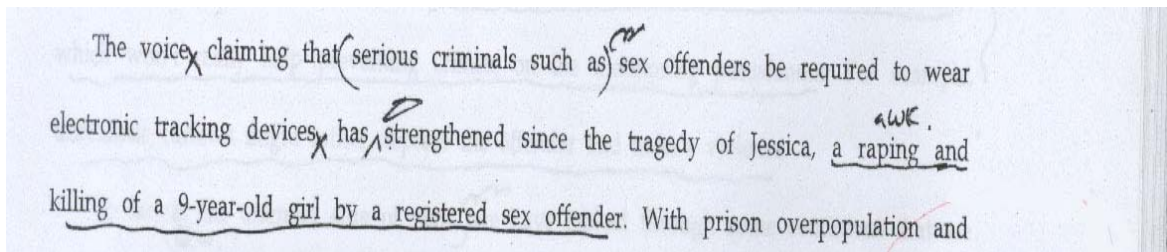
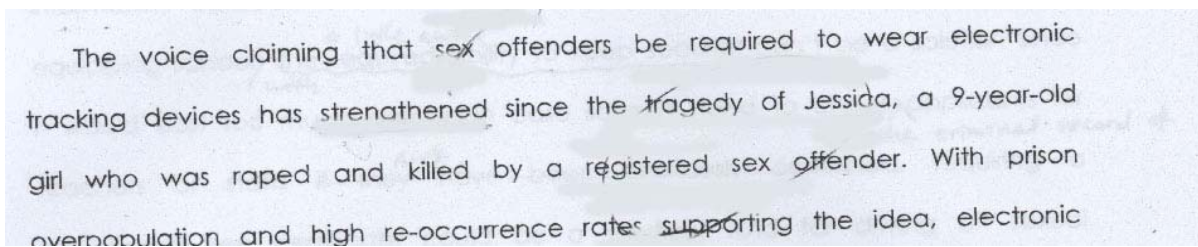


Figure 4. 14. Changsoo’s Second Draft of the Third Assignment



In the interview, he stated that although he changed the part based on his teacher’s written comments on his draft (See Figure 4.14), he questioned if he should accept her suggestion because of his intuitive sense of English.

I generally trust my teacher's comments on my draft and use them in revision. I think her feedback is very helpful when I revise my draft. But I sometimes feel that she cannot explain the specific expressions. For example, this part [pointing to the phrase in his writing], I have heard newscasts use this expression a lot. Although I changed this part based on her feedback, I feel that my original expression sounds all right. If she feels that is wrong, she should provide some examples for that. (Changsoo, 07/27/06, the third interview)

During the individual conference, when Changsoo asked her whether she could provide an explanation of her comment, she told him that the connection was not right but did not give him a specific explanation in that part. He seemed to interpret the teacher's non-specific explanation as her limited English ability as a non-native English speaker. Although he was one of the students who endeavored to write and revise his draft based on his teacher's written comments throughout the semester, his perceptions of his teacher as a non-native English speaker sporadically hindered his full appreciation of her.

Theme 2: I Appreciate myTeacher more When I Deeply Understand my Teacher's Written Comments on my Draft

Because written comments are delivered through a very limited space on the margins of the papers and students read them in the absence of the respondent (the teacher), there are many occasions for misunderstandings and misinterpretations to take place, more often than in face-to-face communication. In particular, in a situation where both the medium of instruction and the written comments are required to be primarily conveyed in the target language while learners' language ability is still very much developing, students may feel frustrated with their writing and revising process. In this specific circumstance, it is not surprising that the intensity of the students' appreciation

became stronger or weaker depending on how well the teacher could support and guide the students' writing and revising processes. The level of their appreciation may further have become an important scaffold for the development of a caring relationship and the successful use of their teacher's written comments on their draft in revision.

The students who had perceived English writing as challenging but entered this course with the hope that they could learn to write better from the feedback and revision approach were, in general, pleased with their progress in English writing based on their teacher's written comments on their drafts. However, their appreciation for their teacher was much greater whenever they fully understood their teacher's written comments on their draft and substantially could use them in revision. There were several points during the semester when the teacher and the students were very much engaged in developing students' English writing ability. The most successful point, however, took place when the teacher met each student individually in the teacher's lounge and talked about the student's writing and revision processes in Korean. The meeting fostered a strong positive mood between the teacher and each student.

The conference was a productive moment in that the teacher provided an important scaffold for the students in a cooperative environment, focusing on whatever matter was most needed for each student. Through the dialogue, the student solved the problems in his or her draft.

Sangho: You commented that this [she seemed to be estranged.] is not clear.

Dr. Kim: Yeah, tell me this sentence in Korean. What do you mean by this?

Sangho: It means "feel unfamiliar" or "uncomfortable."

Dr. Kim: Then, "estranged" is not the right word here.

Sangho: Yeah?

Dr.Kim: I think that word is too strong and gives a negative nuance. But what you want to say is that because it was her first trip to Korea, she was excited. Am I right?

Sangho: Then, I can use the word “excited.” (Sangho, 07/06/06, the individual conference)

This conference also allowed the students to talk about their questions, concerns, and feelings about their study of English writing in general. Although the teacher generally talked more than did the students, she listened to the individual student’s needs and wants with empathy and responded with substantive suggestions and solutions.

Changsoo: I have difficulty using the correct word in context. What dictionary do you use for your English study?

Dr.Kim: I use Thesaurus and Collins.

Changsoo: I cannot find the exact word from my dictionary.

Dr. Kim: If you feel that your dictionary does not have the word you would like to use, it means that you already know a lot of vocabulary. (Dr.Kim-Sangho, 07/06/06, the individual conference)

Minkyung: I have been concerned about how to improve my English writing. I have been thinking about it all the time lately. Can you give me some advice about it?

Dr. Kim: Shall we make another appointment? How about today afternoon or tomorrow?

Minkyung: Thank you ... It is very difficult for me to develop my ideas clearly. Choosing proper words in context is also difficult.

Dr.Kim: I know. It is also difficult for me as well. It is not easy for L2 learners to learn how to develop their ideas clearly. It also takes time. But, don’t worry about it too much. Everybody may feel the same way at your stage...Your writing, structure, and logic are good...

Minkyung: Do you think I need to memorize sentences a lot?

Dr. Kim: At your stage, it is almost impossible to memorize all sentences. It is more like you need to understand the content and adopt some good expressions. The more you read articles and books in your area, the better you can develop your ideas. (Dr.Kim-Minkyung, 07/04/06, the individual conference)

Dr. Kim: What year are you in?

Donghoon: [I am] in the second year.

Dr. Kim: You have plenty of time to improve your English writing before you graduate.

Donghoon: I don’t know how to practice English writing.

Dr. Kim: You know what, when we learn our own language, we have to read many books, right? To become a confident writer in our own language takes time as well. Likewise, it is important to read easy English books that have good expressions. If you read them over and over again, you will remember the patterns. If you remember more patterns, someday, you can use them in your writing. Grammar, comprehension, and chunks all come together as you read more and more. When I read English books, I also jot down good expressions and read them several times. (Dr.Kim-Donghoon, 07/06/06, the individual conference)

The teacher's ability to speak Korean played a powerful role in connecting her with the students more closely and helped students fully understand the teacher's written comments on their drafts. As a result, the students were able to revise their drafts better.

As Minho and Heetae stated:

It is not difficult for me to correct grammatical or mechanical mistakes because they are obvious. However, in terms of content feedback, if my teacher gives me comments like "vague," "unclear," I don't know how to revise my draft based on these comments...In particular, in class, we have to speak in English. When we speak in English, I sometimes experience that everything is vague. I don't have a clear idea of what we have discussed. This conference helped me have a clearer understanding of my teacher's perspectives on writing and revision because we talked in Korean. I am not sure if we should learn English writing only in English. I think we should talk more often in Korean to discuss our writing. It really helped me to have a clear idea about writing and revising processes. (Minho, 07/13/06, the second interview)

When I could hear from my teacher in Korean, it helped me a lot...the conversation during the conference helped me a lot to understand her written comments on my draft as well as writing in general. Before the conference, I had wondered why we should write the thesis statement in the introduction because that's not the way Korean writers write. After listening to the differences between Korean and English writing during the conference, I try to put the thesis statement in the first paragraph in the introduction. (Heetae, 07/13/06, the second interview)

For Donghoon who had more difficulty with English than other students, the conference conducted in Korean especially seemed to help him understand his teacher's written comments on his drafts.

Researcher: How did you like the conference? Do you think the conference helped you revise your paper a lot?

Donghoon: Yes, when I first read my teacher's written comments on my paper, I was worried about how to revise the paper because I could not understand some of them. Although the teacher wrote comments on my draft, I didn't know how to revise it because she did not explain the problems specifically. After listening to my teacher's explanations in Korean, I felt much better. (Donghoon, 07/14/06, the second interview)

The transcripts of the individual conferences revealed that the teacher made some jokes with the students and led their conversation with many encouraging words in a very comfortable manner, something that rarely took place in class when she spoke in English or when she made written comments on the students' drafts in English.

“동훈이가 about 하고 there 이렇게 좋아하는지 몰랐네.”
(Donghoon, I didn't know you like “about and there” so much.)”

“도식이는 quoting 을 참 잘하는 것 같애.” (Dosik, you are very good at quoting.)”

“이 부분만 좀 명확하게 하면 논쟁이 굉장히 설득력이 있을거야. 상호가 이런 재주가 있는줄은 몰랐네.” (If you make it clearer, your argument will be very persuasive, Sangho. I did not know you have such talent.”)

“대학생치고는 이글 아주 잘 쓴거야.” (“As an undergraduate student, your writing is excellent. Minho.”)

“너무 . . . , . . . ,준기는 열정이 있어. 고칠때 그열정을 이용해보.” (“You did an excellent job, good, good, very, very good , Joonki. You have passion, use your passion when you revise your draft.”)

For the teacher, the conference became a place where she could make sure that her students understood her written feedback on their drafts.

Researcher: How much of your written comments do you think your students understand?

Dr. Kim: depends on the individual student, but if I guess roughly, around

70 % to 80 %. It is difficult for the students to understand my written comments on their drafts fully for many reasons. Although I provide many comments, I cannot correct all errors in their draft. Even if I did correct everything, I don't know if they could understand my points...The individual conference helps solve these problems. During the conference, I can ask about their perspectives on their writing and give appropriate comments to them. In this way, we can reduce misunderstanding and miscommunication.

Researcher: How do you know your students understood your comments?

Dr. Kim: I kind of judge their understanding based on their revision. But during the individual conference, I usually see through their eyes and attitudes. If they understood my comments, their eyes shine brilliantly and they nod their heads, I then think they understood my comments. Mostly my hunches, over 80% of my hunches, are right. (Dr.Kim, 07/ 03/06, the informal interview)

My observation of the conference confirmed that both the teacher and the students felt that they had worked together toward the same goals and had remarkably achieved them. For some students, even after the individual conference, revising their draft did not seem to be easy, but the individual conference became a turning point to understand better their writing and revising processes and develop a caring relationship with their teacher.

For me, it is difficult to go see my professor unless she holds an official meeting like the individual conference...The conference helped me understand writing and revising processes because I could clearly understand the messages my teacher wrote on my paper. When I listen and think about an issue in English, I cannot get to the point. I feel that I am beating around the bush, but it is much clearer when I hear the issues in Korean. I wish I could have more individual conferences with my teacher. (Minho, 07/27/06, the third interview)

Theme 3: I Believe that the More Feedback my Teacher Gives me, the Better I Can Revise and Improve my Draft, But...

Although the students in this study thought that their teacher had made a sufficient number of written comments on their draft, they generally believed that if they had more feedback from their teacher, they could revise and improve their draft even more. They also stated that some types of written comments were more helpful than others and expected their teacher to make comments that could point to what they preferred. When their expectations and preferences differed from their teacher's actual comments on their paper, I noticed some tension between the teacher and the students, which seemed occasionally to weaken their relationship with their teacher, at least for the moment, as they doubted the effectiveness of their teacher's written comments on their drafts. The students stated:

I believe the more feedback my teacher makes on my draft, the better I can revise my paper. Even though she makes a lot of comments on my paper, it does not bother me. In contrast, I appreciate her comments even more. I think if the teacher cares about the students, she must provide more comments to the students' papers so that they can revise their paper well. (Sunwoo, 06/27/06, the first interview)

If the teacher makes my paper look bloody, I may feel bad at first. But the more my teacher gives me comments to my writing, the better I can revise my draft. It is a different matter from how I feel. I have more interest in knowing how my teacher reads and evaluates my writing. (Changsoo, 06/22/06, the first interview)

In terms of the amount of feedback, the teacher also had similar perspectives as her students.

Some teachers here tease me because of the number of written comments I make on the students' drafts. But I believe that giving many written comments on their drafts will help them revise their drafts, I tend to give a lot of feedback to their writing. (Dr.Kim, 07/18/06, the informal interview)

The students closely followed their teacher's written feedback in revising their drafts because they perceived their teacher as a knowledgeable person who knew a great deal about English writing. Some students even stated that all types of written comments from their teacher were helpful. When asked what feedback they liked the most and the least, Sumi, Soojin, Sunwoo, and Sangho unanimously stated, "Is there any feedback from my teacher that could be unhelpful?"

Researcher: Can you give me examples of the feedback you think as helpful or unhelpful?

Sumi: Is there any feedback from my teacher that is unhelpful? I am sure that the feedback my teacher gives me helps me revise and improve my paper. I think my teacher is a person who is there to help my English writing, so we should trust her. She and I can have different perspectives on interpreting the feedback. But I trust her in general because she is my teacher. I think all of my teacher's feedback is useful for me. (Sumi, 06/23/06, the first interview)

Researcher: When you don't agree with your teacher, what do you do?

Soojin: I accept my teacher's comments because everybody can have a different perspective just as some people prefer a detailed description, while others don't. Because my teacher is more knowledgeable than I, I accept my teacher's comments. (Soojin, 06/23/06, the first interview)
However, the students' preferences for and expectations of what feedback and

how the teacher should provide written feedback to the students' papers were varied. For example, some students were appreciative when they could determine that their teacher had read their writing with attention and responded to it immediately with some suggestions without exerting too much control over their writing.

When I read my teacher's written comments, I sometimes feel that I have to be careful in my writing, because my teacher reads my draft very precisely and responds to it immediately. Additionally, I appreciate her comments because she does not give comments that take control over my writing. She does not tell me to change some parts in my texts. Rather, on the whole, she gives suggestions to think about the sentences. I like that. (Jongmin, 07/18/06, the second interview)

I like my teacher's written comments because she does not control my writing, but makes me think about the issue again. I feel that I learn a lot from her written comments. To revise my draft, I have to think about the issue again and through this process, I feel that I learn a lot about some issues. (Youngjoo, 06/23/06, the first interview)

Other students like Dosik commented that their teacher should make written comments that could address specific issues in their writing rather than correcting all the errors in their drafts.

Researcher: How do you feel about your teacher's written comments on your drafts in general?

Dosik: I think she reads my paper very carefully and makes comments on them, because she hardly ever overlooks any mistake I have made. I appreciate her comments. However, although she is a very good writing teacher, if she makes comments that can address some specific writing problems I have, it will help me improve my writing. For example, rather than correcting every error on my draft, I wish my teacher would point out the specific issues in my writing, comments that can indicate the misuse of articles or connecting words, which I believe eventually would help me develop my English writing skill. (Dosik, 07/18/06, the second interview)

The students thought that they would feel better if they knew about both the poor and good qualities of their English writing. When the teacher could not make summative comments on the students' drafts from the fourth assignment due to her busy schedule, several students felt disappointed.

If I know what is wrong in my writing, I may correct and forget it. But if I know what is good about my writing, I can remember and use it in my future writing. I liked the summative types of comments my teacher made at the end of the paper. From the fourth writing assignment, she stopped giving such comments to us. But I think it is important to know what is good and what is not in my writing. (Changsoo, 07/13/06, the second interview)

It helps me if I have an idea about what is good in my writing and what is not. Yeah, she commented that I needed to study basic grammar, but there are many types of basic grammar. I am good at least at one part of grammar. I would like to hear from her what is good and what is not in my writing. (Donghoon, 07/14/06, the second interview)

A good number of the students also commented that although their teacher was a great English writing teacher, she could make better comments on their writing if she had more content knowledge about their majors.

I really appreciated her efforts to drive us to write and revise our paper, which became my motivation to keep writing and revising my paper...However, sometimes, I noticed that she does not seem to know the specific terms used in our areas. For example, in our area, in social science, we frequently use the verb, “connote.” When I used it in my writing, she commented that my use of the verb is awkward. She does not seem to have much knowledge about other subject matters. (Joonki, 07/27/06, the third interview)

Most students struggled to revise their drafts whenever they received written comments such as “too general, unclear, ineffective, awkward, be more specific with examples” because they were not sure to what extent they had to specify or clarify their ideas or how they had to revise their drafts.

Last time, she made some comments on my draft such as “too general” and “unclear,” pointing out that some of my paragraphs were not specific enough. As I revised my draft, I tried to specify my focus in each paragraph. This time, she made comments that my paragraph was too specific. I don’t know how specific I should write. (Sunwoo, 07/18/06, the second interview)

When I read such comments on my draft as “awkward,” “be more specific with examples,” I did not know how to revise my paper based on these comments because those parts were the problematic parts as I had written my draft. If my teacher gives me specific examples, they would help me revise my draft. (Changsoo, 07/13/06, the second interview)

At the beginning of the semester, after the lecture on what could make an effective argumentative essay, including the proper use of a thesis statement, topic sentence, and controlling idea, upon receiving the comments that indicated that their drafts did not include these elements in their introduction or conclusion, several students

wondered why they should follow such rules.

When I read my teacher's comments that my writing did not have a thesis statement in the introductory paragraph, I wondered if we should place a thesis statement and a controlling idea in our introduction. When we write in Korean, it is the opposite. In addition, when I read some English articles in our area, many times, authors do not always place a thesis statement and a controlling idea in the introduction. When I think about this, I feel constrained in my ability to freely describe my ideas. (Youngjoo, 07/18/06, the second interview)

The vast majority of the students in this study were concerned about the global matters of content, expression, vocabulary use in context, and organization (idea and logic development) rather than about the local matters of mechanics and grammar. When their teacher provided many comments on grammar and format for the first two papers, the students expressed their strong frustration with their teacher's comments.

Frankly speaking, she pointed out some punctuation marks for the first writing. I don't know if we can call that feedback. Even though she commented that I wrote well, I am not sure if I could believe her comments because she only touched on a few mistakes in my draft, and did not point out any serious issues about my writing. (Sungjin, 06/27/06, the first interview)

The feedback on grammar or format I received may help us, yeah, it may help us anyway, but paying a lot of tuition for this course, if I receive such feedback, I may not feel happy with the course. I expect my teacher to provide more comments on content and idea development. I want to receive from my teacher comments on whether my argument is flowing or my writing follows the flow. (Minkyung, 06/29/06, the first interview)

As described so far, the students clearly demonstrated their expectations of and preferences for certain types of written feedback they wanted to receive from their teacher. When the teacher could support and guide their writing and revising processes with right methods at the appropriate moment, the conflicts between the teacher and the students seemed easily resolved, and the level of trust in each other seemed to increase,

thereby fostering a caring relation between them. However, for various reasons, when their conflicts over issues were not resolved, both sides did not seem to remain in a caring relation, feeling frustrated with each other. For example, at the beginning of the semester, Heetae was not pleased with his teacher's feedback on format and mechanics because he expected his teacher to make more comments on content, expression, and organization.

The comments I received are full of grammar and format points. This is not the feedback I expected to receive from my teacher. I want my teacher to make more comments on content, expression, or organization. I know it may be difficult for the logic to flow without grammar or format. But we can work on this on our own. This is not the feedback I want. Let's see what feedback my teacher will give us later. (Heetae, 06/26/06, the first interview)

However, during the individual conference, the teacher responded to his questions in depth and, through this dialogue, Heetae was able to understand better his teacher's expectations for her feedback.

Heetae: Do we really have to keep the format as we write an essay?

Dr.Kim: I actually expected you to ask about this. Yeah, you need to. As I told you in class, it is important to remember the format and rules at this point because it is a basic academic writing class in English.

Heetae: When I follow the English writing format, I feel that my writing becomes too plain and formal. I cannot feel myself in my writing.

Dr.Kim: I understand what you are talking about, but as I told you, this is an English writing class. We have to learn the basic elements to improve English writing... Because I am your English teacher, I may read your paper with patience. But in one paragraph writing, if you don't clearly state your intention at the beginning of your essay, people won't read your writing. Just as Koreans expect you to follow Korean rules and styles in writing, when you learn English writing, you cannot ignore them...It is a learning process...It is not a free writing class. When you feel confident in writing in English, you can fly with your own style. You can diversify your writing in many ways.

Heetae: Yeah, I see. Thanks. (Heetae-Dr.Kim, 07/04/06, the individual conference)

After having resolved his conflicts over the issues, although there continued to be some struggles every now and then, Heetae was able to maintain a good relationship with his teacher and become one of the students who positively responded to his teacher's feedback on his drafts throughout the semester. By the end of the semester, his English writing had improved significantly.

By contrast, Sumi, who stated that she perceived her teacher's written feedback as helpful, did not seem to be able to build a productive relationship with her teacher because she revised her draft minimally, rarely following her teacher's written comments, rarely altering her paper beyond the written comments she found on her paper. Dr. Kim stated,

I wonder if she listens to me in class. I don't know what she is doing except revising her draft from my feedback, never expanding her revision beyond my written comments. She seems to listen to me, but she has never acted on it. (Dr.Kim, 07/06/06, the informal interview)

As a result of Sumi's lack of substantial transformation of her drafts from her comments, the teacher gave her low grades on her papers throughout the semester. Whenever she received her draft commented on by the teacher, Sumi revealed her frustration with her grade, commenting that she deserved a better grade because she had read the teacher's feedback precisely and revised her draft based on it. However, neither of them initiated a talk about this problem even though they seemed to recognize each other's frustrations. While the teacher seemed to perceive Sumi as lacking motivation to improve her English writing, Sumi seemed to perceive her teacher as a non-caring person. Their relationship seemed to remain on a surface level, never effectively developed.

Theme 4: I Use my Teacher's Comments in Revision when I Trust them

Because the teacher and the students met in a special teaching and learning situation, they could not help influencing each other even though their total time together was only a six-week period. The expectations that the teacher and the students brought into the classroom seemed to play a major role in building trust between them. When their expectations about class activities or feedback practices clashed with the reality they experienced in the teaching and learning situation, both parties interpreted the other and the course differently depending on how much they had trust in each other, which played a mediating role in whether they could enter into a caring encounter.

Another interesting aspect of this study was that the educational and cultural background that the teacher and the students brought to the class seemed to play a critical role in building trust between the teacher and the students. Although the shared educational and cultural background between them contributed to the development of a caring relationship, differences in background played a negative role in the connection between the teacher and the students. In particular, as part of cultural knowledge, the members' actual language ability and their perceptions of each other's language ability played an important role in developing a caring relationship and in the feedback and revision process. When the students were not able to understand class activities or their teacher's comments on their paper, both the teacher and students became frustrated. When the students did not trust their teacher's language proficiency in general, they hesitated to use their teacher's written feedback on their draft as they revised their papers. In turn, the teacher also felt uncomfortable occasionally with making some written

comments on the students' drafts.

The students' expectations and perceptions of the teacher and the course. Even before enrolling in this course, the students seemed to have gathered some information about the teacher and the course from the school website or their friends who had already taken this English writing course from Dr. Kim and formed their own image of the teacher and the course.

Before enrolling in this course, I got some information about the teacher and the course from the school website. The students described Dr. Kim as a very demanding and conscientious teacher who does not give good grades without hard work. It is said that if you want to get a good grade only, take an English writing class from a native-English speaking teacher, Mr. T, not from Dr. Kim. (Joonki, 11/01/06, the follow-up interview)

When I told my friend that I was taking an English writing course from Dr. Kim, she told me that Dr. Kim is very conscientious, demanding, and knowledgeable, but gives good grades only when you work hard. So, I felt relieved. My friend, though, felt sorry for me in taking this course from Dr. Kim, not from a native-English speaking teacher. (Soojin, 11/01/06, the follow-up interview)

Interestingly, the students seemed to have trust in their teacher and the course because she had been teaching English writing at this university. Several students mentioned that they enrolled in this course because they could trust the quality of the course offered by this university when compared to a private institute.

I took this course because I can learn from my teacher and classmates... I can trust the course offered by this university. I could learn English writing from outside the school, such as from a private institute. But I cannot trust the teachers there. Here, I don't need to worry about the quality because I can trust my teacher and classmates...I don't have problems using my teacher's written comments on my paper in revision. (Changsoo, 06/22/06, the first interview)

At the initial interview, several students explained that they could use their teacher's written comments to revise their drafts without any qualms because they had

built trust in her through previous experiences or ongoing interactions, such as the information on the website, the stories that they had heard from their friends, the quality of the university, and ongoing class interactions.

I am very lucky to be in this class. I had to take one English course to graduate. My parents encouraged me to take an English writing course. I myself have to know how to write in English because I want to be a professor...I like my teacher very much because she seems to know a lot about teaching English writing, although I myself sometimes do not follow her because of my English problem. I can trust her comments on my draft. (Donghoon, 07/14/06, the second interview)

Researcher: What do you trust about your teacher?

Sangho: Um, she leads the class well in an interesting way, provides precise written comments on my paper, and seems to know a lot about teaching English writing.

Researcher: How do you know she seems to know a lot about teaching English writing?

Sangho: Well, I don't know whether I can judge her knowledge, but from the class activities and her written comments on my drafts, she seems very knowledgeable and precise. I can trust her feedback. (Sangho, 07/13/06, the second interview)

Many students had chosen to take this course because they expected to learn English writing better from the multiple-draft approach they knew they would encounter in this class, which also played a major role in building trust between the teacher and the students.

I like this course because of the multiple feedback and revision process. I can have multiple benefits from this approach because I can think about the same writing from different perspectives. I think I can learn English writing better from this approach than from other methods. (Changsoo, 06/22/06, the first interview)

When I write, the teacher gives me written comments on my writing. Based on her feedback, I revise my paper. This is my first time to learn English writing in this way. The biggest benefit of this course is to receive written feedback and revise my paper based on it. To revise my paper, I have to think about my writing again, from which I can learn a lot about English writing. (Donghoon, 06/27/06, the first interview)

The Teacher's expectations and perceptions of the students and of the course.

Just as the students built their trust in the teacher from different sources at each moment, the teacher could build trust in the students through her expectations constructed from her experiences with previous students and colleagues as well as from ongoing interactions with the students inside and outside the class. After a few class meetings, while having lunch with the teacher, I asked her how she felt about the students in general. She commented that compared to students in a regular semester, they seemed to be very mature, “actively participating in class activities and making a good learning environment.”

Compared to students in a regular semester, the students seem more mature. Their attitudes in class are very pleasant. I think it is because you are here [laugh]. Yeah, they are more serious and mature [than those in the regular semester], actively participating in class activities and making a good learning environment. We have more male students, which is also different from a regular class. Most of them have finished their military service. They are ready to go to work after this semester or next semester. They, in general, seem more serious about learning. (Dr. Kim, 06/30/06, the informal interview)

Her initial impression of the students formed from her experiences with her previous students were not always consistent but seemed to be constructed and reconstructed at each moment influenced by multiple factors such as her experiences or contacts with the students in class.

When I first saw Soojin, I wondered what she could get out of this class, because she was so quiet and never volunteered to talk in class. Her English writing was not so good either. However, as the semester progressed, from my observations of and interactions with her, I found that she was a very good student, paying attention to the lectures and working hard to improve her English writing ability. She was very different from what I thought at first. (Dr. Kim, 09/10/06, the follow-up interview)

The stories she had heard from her colleagues also seemed to play a critical role in the development of the trusting relationship between her and individual students, which occasionally affected the ways she made written comments on the students' writing.

It is not because it is me, particularly, but he [Jongmin] does not seem to have trust in Korean-speaking English teachers in general. I heard a story about him from one of my colleagues who taught him English writing last year. When she made written comments on his draft, he went to a native-English speaking teacher and asked if his writing deserved such comments. The native-English speaker told him that his writing was all right. Jongmin then came to my colleague and argued that he could not accept her written comments...You know my colleague and I graduated from the same program at the same university and we both learned English in a similar situation...I don't know how much trust Jongmin has in Korean English teachers. I am curious about how Jongmin would respond to a native-English speaking teacher if he receives similar written comments on his writing. (Dr.Kim, 07/18/06, the second interview)

In all, at the beginning of the semester, trust in each other seemed to be undetermined, swaying back and forth depending on their perceptions of the class activities, the written feedback on their drafts, or their interactions with the teacher. However, the students' trust in the teacher generally increased as they had more class meetings and interactions with their teacher, and especially after they had individual conferences. At the last interview, almost all of the students mentioned that they had learned a lot about English writing from their teacher, appreciating their teacher's effort to make written comments on their drafts and encourage them to revise their papers throughout the semester.

The teacher's and students' language ability. Because it was an EFL writing class, the students' and teacher's actual language ability and their perceptions of each

other's English proficiency seemed to play a critical role in developing trust between them. When the students were not able to comprehend reading materials, participate in class activities, or write or revise their paper due to their English ability, their trust in their teacher seemed to wane occasionally. In response, the teacher also felt exhausted from making written comments on their drafts. In particular, when the students perceived their teacher's English ability as inadequate to guide them, they were unlikely to trust her written comments and reluctant to use them in revising their paper. For instance, on the first draft of his second writing, when Donghoon received the following comment, "faulty connection" from his teacher (Figure 4.15), he did not understand why his teacher had made such a comment because he had misunderstood the problem with his use of the word, monastery. However, he felt that he had to change something because his teacher had made a comment on his draft. Thus, he split the sentence into two: "Monasteries constructed these isolated tiny rooms. They prayed in there."

Figure 4. 15. Donghoon's First Draft of the Second Assignment

rooms. A monastery may make these small rooms to pray without other's bothering. In these small rooms, we can see the fresco, depicting the Jesus.

Handwritten notes and corrections:

- faulty connection (bracketed over "monastery may make")
- Find a more proper verb (arrow pointing to "make")
- Diversity the expression (arrow pointing to "pray")
- SP. other's (arrow pointing to "other's")
- being disturbed (arrow pointing to "bothering")

For the teacher, because she had given Donghoon both oral and written comments in detail, she felt frustrated when she read his revised version of draft.

When I saw Donghoon's drafts, I felt frustrated. He needs to study basic concepts on English, such as grammar and vocabulary. His writing is not clear. It is difficult for me to understand his writing at first. I usually make comments on his drafts at the end. Before making written comments on his writing, I have to prepare myself in a way...This class is too challenging for him. I try to help him by making comments in Korean or explaining the comments in detail, hoping that he would understand my written comments better. However, I don't know how much of my comments he understands. (Dr.Kim, 07/31/06, the third interview)

In contrast, Jongmin did not seem to use his teacher's written comments actively in revising his draft because of his mistrust in his teacher's English ability from the very beginning of the semester. Even though he admitted that his teacher was a knowledgeable person who knew a great deal about teaching writing in English, he grew to have some doubts about his teacher's written comments over the course of the semester.

My first impressions of her English in the first class, was that her English was different from that of the teachers who had learned English throughout their high school in an English-speaking environment... My teacher seems to focus on format too much...I feel that she does not seem to have much knowledge about colloquial expressions in English. For example, when we describe someone eats food very quickly, students who have learned English with their textbooks might remember "gobble" or "gulp down." However, in an English-speaking country, "I inhaled my food" is quite often used. So, in class, when she asked us to tell the verbs to describe the situation, "eat food quickly," I told her the expression, "I inhaled my food." Nodding her head slantwise, the teacher told us that she had never heard of such an expression. She does not seem to have much knowledge of colloquial expressions used in English-speaking countries, because she learned English in Korea. (Jongmin, 06/27/06, the first interview)

The teacher, in turn, did not feel comfortable making comments on his draft, doubting whether he acknowledged her authority as a teacher.

Researcher: Can you tell me about Jongmin?

Dr.Kim: He is cute. But I don't know how much of my authority he acknowledges, I am not sure of this, maybe 50% to 60 %. He seems to follow some of my instruction. For example, when I told him to write a thesis statement and topic sentence in the introduction or conclusion, he

seems to follow my written comments. However, I don't know, I don't know how much he considers my written comments as helpful for him in revising his draft.

Researcher: Why do you think he does not closely follow your comments?

Dr.Kim: [pause for a moment]

Researcher: Do you think it has anything to do with your English ability?

Dr.Kim: Probably, maybe, because I am not a native English speaker. But I don't know, he may not have trust in any non-native English speakers. (07/18/06, the second interview)

Theme 5. I Feel my Teacher's Care when I See Improvement in my Writing

As Noddings (1984) described, "caring is completed in all relationships through the apprehension of caring by the cared-for" (p. 65). What the one-caring is doing is dependent upon the cared-for. Many times, the motives that the cared-for can engage in a particular subject matter, accepting great challenges and maintaining a high degree of confidence in that subject, are because of the one-caring's commitment to the cared-for. Thus, the cared-for's recognition for, responses to, and appreciation for the one-caring is essential to a caring relationship.

The students generally spent a great deal of time and effort in writing and revising their papers based on their teacher's written comments on their drafts. As a result, most of the students' drafts seemed to improve over the course of the semester. However, the degree of appreciation and care for their teacher varied depending on the intensity and extent of improvement in their English writing. For example, Youngjoo, who was quiet in class discussions, produced the shortest narration paragraph on the first in-class writing activity because of her inability to write something under such time pressure. Receiving 1.2 out of 2.5, which was the lowest grade in the class, she demonstrated some degree of

frustration toward her teacher, even doubting her teacher's evaluation system.

I cannot write. I cannot write if I have to write something within a limited time. The pressure, I don't like the time pressure on me. I know it is one way, an easy way to test students' English writing ability, but I usually start to write earlier than other students and invest more time and effort to produce a good piece... I spent 10 hours to write the descriptive paragraph yesterday. I don't know what grade I will have, but I invested so much time and effort to write it. That's [starting earlier than other students and investing a lot of time and effort to produce a good piece] also a student's ability, isn't it? I wish my teacher would think about that. (Youngjoo, 06/23/06, the first interview)

However, after having talked with her teacher, rather than revising her original paper, she was allowed to choose a new topic for the first writing task. Having written a very good narration paragraph at home, she received 2.4 out of 2.5 for this task, putting her far above the average score in class. At this point, although she had to spend a large amount of time and effort in writing her paper, she seemed to feel excited about learning to write in English, taking writing and revising processes as a worthwhile investment to improve her English ability, not as a painful struggle anymore. She seemed to feel her teacher's care from the progress in her English writing.

I told my teacher that I would like to write a new topic for my narration paragraph. Thank God. She allowed me to do it. I really feel that she tries to help our English writing. I didn't like the first one, it was too short, with no specific story, no topic, I thought it was off the topic...To receive a good grade, I really worked hard. I spent more than 9 hours to write this one, searching for appropriate words and expressions on the internet. I felt good when I saw my teacher's written comments on my draft, particularly, "good intro." (Youngjoo, 07/13/ 06, the second interview)

When Youngjoo actively responded to her teacher's feedback on her draft and improved her paper, the teacher also felt proud of Youngjoo's achievement.

There were several students whose writing improved a lot over the course of the semester. Youngjoo was one of them. Her argument grew to be clear and specific, and she seems to get the basic structure of an

argumentative essay over time. Because of her exceptional progress and improvement in writing in English, she received a good grade. I liked her enthusiasm and interest in learning to write. (Dr. Kim, 09/10/06, the follow-up interview)

Another student, Joonki, seemed to feel frustrated with his teacher and uncertain and anxious about the course at the beginning of the semester because of his lack of confidence in writing in English, the overwhelming amount of materials presented in class, and his teacher's lack of encouragement at times.

Researcher: How do you feel about this course?

Joonki: This course is too challenging for students like me who are taking an English writing course for the first time. It is for students who have already taken at least one or two English writing courses. The level is too high for me... She seems to know a lot about teaching English writing. However, I also feel anxious about making mistakes because when I make mistakes in class, she sometimes looks at me unkindly, which discourages me...

Researcher: What grade do you expect from this class?

Joonki: Maybe a C at this point, I don't know... Because I am a learner and she is a teacher, I can learn best when I follow the teacher's teaching style and do my best. Hopefully, she gives out grades based on the progress we make in writing and revising our drafts. (Joonki, 06/22/06, the first interview)

However, Joonki strove to improve his English writing over the course of the semester, actively participating in class activities and substantially using his teacher's written comments in revision. As a result, his writing greatly improved. As his English writing improved throughout the semester, he seemed to feel more confident in and comfortable with writing in English and appreciated his teacher even more. Although he was happy with his progress in his English writing, Joonki commented that he could have learned English writing in a more comfortable environment if his teacher had used both "whips" and "carrots."

Researcher: Would you like to recommend this course to other students?

Joonki: Yes, if it is not offered during the summer semester. It was too challenging to take it during the summer semester. The reasons I would like to recommend this course to others are: her effective organization skills for the class activities and appropriate writing assignments and faithful written and oral feedback throughout the semester. I really appreciated my teacher's special efforts in doing all these. I learned a lot about English writing from this course.

Researcher: How much do you think your writing has improved and how do you know about it?

Joonki: A lot, I feel more confident in writing in English. I am used to her, feeling less anxious about writing in English. I learned a lot about the basic structure of English writing. I see a lot of difference in my English writing.

Researcher: Any other comments about her and her course?

Joonki: In general, I feel good about her course and her. Her strong drive over the semester motivated me to write and revise my drafts. She was a good English writing teacher, but I still feel that I can learn better when I get both "whips and carrots." (Joonki, 09/10/06, the follow-up interview)

Interestingly, when asked to talk about Joonki, the teacher did not have any idea of how Joonki felt about the course and her at the beginning of the semester, only connecting him with one of the most hardworking and excellent students whose progress in English writing was even beyond her expectations. Although she seemed to focus on how well he had contributed to the class discussions and to the writing and revising activities, the teacher seemed to feel inspired by Joonki's progress in his English writing.

Joonki was an excellent student. I am very proud of him. He was one of the students whose English writing very much progressed, even beyond my expectations. I actually did not expect him to have such progress from his first writing task. But he was a hardworking student. I really appreciate his active participation in class discussions. (Dr. Kim, 09/20/06, the follow-up interview)

In contrast, when both the teacher and the student had invested a certain amount of time and effort, when improvement did not seem to be as much as they had expected, both felt frustrated and their relationship seemed to be distant and weakened. Donghoon

started this course with high expectations of the teacher and the multiple-draft and revision approach and with strong motivation to improve his English.

Donghoon: What I like about this class is whenever we write, the teacher provides written comments for each assignment, and we revise our paper based on her feedback. We revise our paper based on her feedback. I have never had this type of course [feedback and revision based approach]. I think the most beneficial part about this class is that we receive feedback from our teacher immediately and revise our paper based on it. Based on feedback and revision approach, we receive our grade. I like this type of evaluation.

Researcher: How do you know whether your teacher cares about you or not?

Donghoon: I usually judge it from the teacher's instruction, the content of the instruction. I think if the teacher cares about the students, the teacher should know a lot about what she or he is teaching and try to help students understand his or her teaching. In this sense, I really like my teacher because she teaches writing well and makes good comments on my paper. The problem is that I sometimes do not understand what she is saying in class due to my language ability. (Donghoon, 06/ 27/06, the first interview)

However, as the semester progressed, Donghoon felt frustrated with writing his assignments and revising his paper based on his teacher's written feedback because of his lack of knowledge about how to write in English.

I spent all day writing this paper. It was very difficult for me to write a descriptive paragraph. When I traveled to Turkey, it was so impressive that I thought it would be a perfect topic for this task. But when I started to write, I could not describe it as I had expected. I spent so much time finding words and expressions for this task. I feel tired. (Donghoon, 07/14/06, the second interview)

The teacher provided much more written comments on Donghoon's drafts than on other students' drafts, even using Korean sometimes, hoping that he could then revise his draft more effectively. However, despite her efforts, Donghoon's paper did not improve as much as expected. The teacher gave a similar amount of feedback on his second draft for this task, feeling frustrated.

Researcher: How do you feel when your student does not appropriately respond to your feedback?

Dr.Kim: Once or twice, it is understandable, but if the student repeats the same mistakes, I feel frustrated. In most cases, I try to be patient. But inside me I am screaming. Look, I explained this in class and gave oral and written comments to your draft. What are you doing here? Are you listening to me? For example, there are a couple of students in this class. Donghoon is one of them. He has some problems in generating ideas, organizing them, and writing them in English. I have spent so much time correcting his paper, but the progress in his English writing is much slower than others. I understand his feelings, but it is hard for me to make comments on his draft. (Dr. Kim, 07/18/06, the second interview)

In the last interview, after the students had received their final papers commented on by their teacher, when asked how he felt about his progress in his English writing, Donghoon expressed his depression about his lack of improvement. In particular, the large number of written comments on his second drafts seemed to give him the impression that his writing still needed much to be improved. .

It is depressing. I like this topic, Globalization, and had spent so much time and effort to make it better. Before submitting it, I checked it again. I thought I had made a good piece of writing in English. But, see all of these comments on my paper. I don't know what to do next. I may have to read her feedback on my draft again and revise it on my own. I really don't know what to do. (Donghoon, 07/31/06, the third interview)

In the last interview, the teacher mentioned that she could have met Donghoon to talk about his English writing, but she did not do so because she believed that it might not have helped him feel better.

You know, I can meet Donghoon to talk about this, but I think that it won't help him a lot at this point. From my teaching experiences here, most students do not seem to like it when I ask them to talk about their writing and revising process, especially after the final grade is released...For Donghoon, at this moment, he needs some rest. After a couple of weeks, he has to think about his English writing again. At this point, because he may be emotionally overwrought, he may not see the problems in his writing clearly. (Dr. Kim, 07/31/06, the third interview)

CHAPTER 5

ILLUSTRATION OF THE MODEL

In this chapter, I first describe a model I constructed from my analysis of the data. Then, I present five focal students' writing and revising experiences in English in an EFL classroom in Korea, focusing on how the relationship between the teacher and each student affected the feedback and revision practices in which they engaged.

A Model of Trust as a Catalyst for Caring Encounters in the Feedback and Revision Process in an EFL Writing Class

The aim of this study was to explore the relationship between the teacher and the students in an EFL writing class and the effects of that relationship on the feedback and revision process. Throughout my analysis of data, I tried to identify major themes that could illustrate the relationship between them, and how this relationship might play a role in the feedback and revision process. After having identified the five major themes presented previously, I continued to look for relationships among the themes to find a central phenomenon that would possibly lead me to explain the significance of my study in a more comprehensive way. I decided that "Trust as a Catalyst for Caring Encounters in the Feedback and Revision Process in an EFL Writing Classroom" was the most pronounced phenomenon situated at the center of the relationships among the themes. In the next sections, I describe the model I constructed to show the relationship among the themes, taking each section of the model in turn.

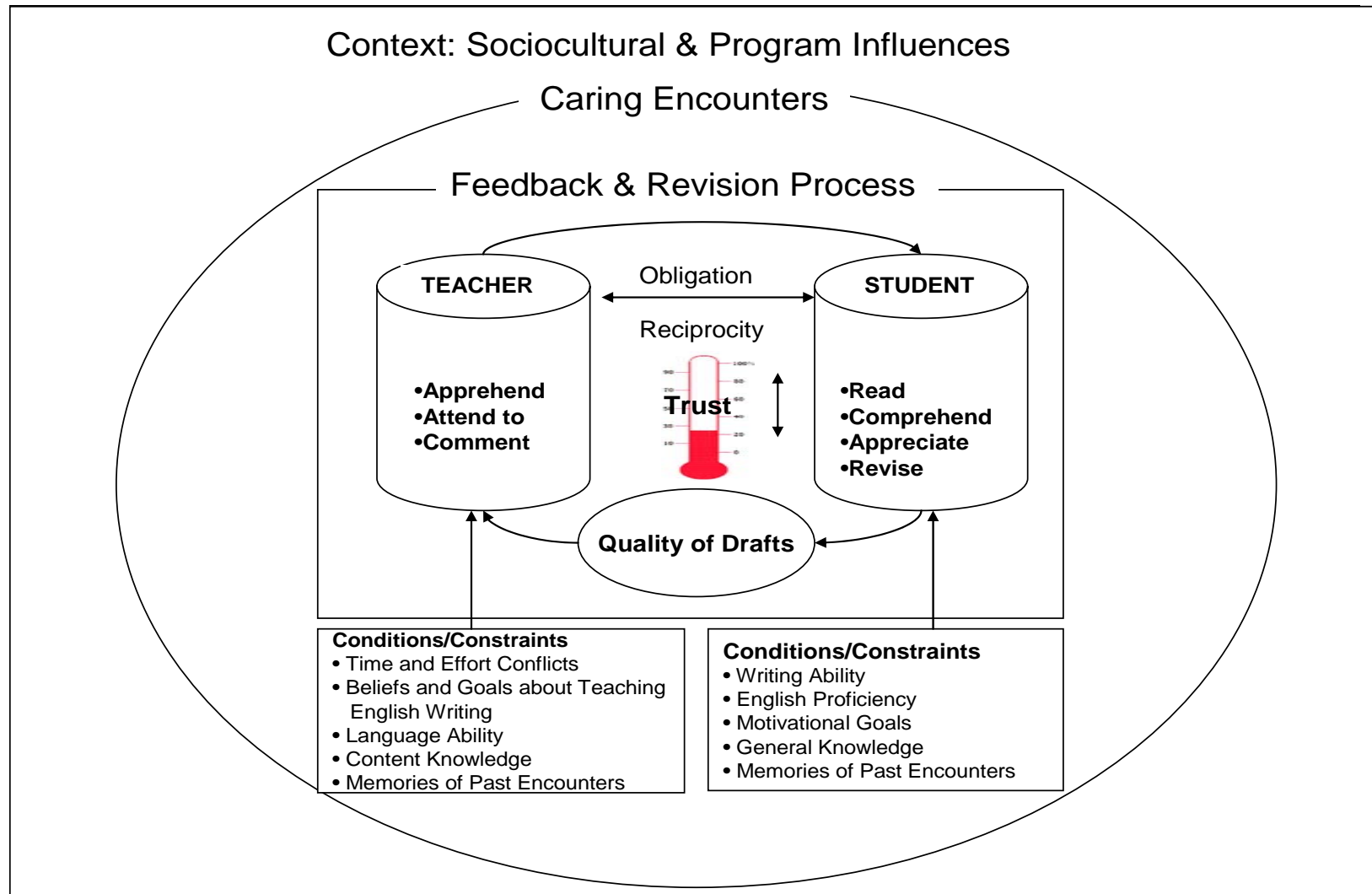


Figure 5.1. A Model of Trust as a Catalyst for Caring Encounters in the Feedback & Revision Process

Context: Sociocultural and Program Influences

The outer layer of Figure 5-1 represents the sociocultural and program influences that had a pervasive impact on the development of a caring relationship between the teacher and the students and influenced the feedback and revision process.

Sociocultural Influences

According to Bakhtin (1981), beliefs, values, and practices in the context of culture constrain what can be said in a particular instance of language use, and language plays a role in maintaining and contesting values, beliefs, and practices within that particular sociocultural context. The sociocultural influences presented in Chapter 4 included, but were not limited to, the educational and cultural backgrounds that the teacher and students brought with them to the class, especially their past learning experience of Korean and English and their values, practices, and beliefs about teaching and learning English writing in Korea. The backgrounds of the teacher and the students played a complicating role in connecting the teacher with the students and practicing the feedback and revision process. The shared backgrounds between the teacher and the students contributed to developing a caring relationship between them, whereas the differences in backgrounds played a negative role in relating the teacher with the students and in how well the feedback and revision worked in this class.

For the students' part, those who had learned English only in Korea tended to view their teacher as an expert in teaching English writing and to regard her written comments as potential sources for developing their English writing ability. Their attitude

toward their teacher and their teacher's comments contributed to entering into a caring relation and producing a better quality of writing. For a few students who had learned English in an English-speaking country for a fair amount of time, building trust in their teacher's written comments was much more problematic because of the fact that she had learned English in Korea. Their distrust of their teacher caused trouble in the relationship with their teacher and in using her comments in revision. By the end of the semester, their writing had not improved as much as they had expected.

Similarly, for the teacher's part, the shared educational and cultural backgrounds with her students allowed her to empathize with her students' expectations and needs involved in the writing and revising process. More importantly, the teacher's ability to speak and write the same language as her students connected her with them more closely and helped her students more fully understand her written comments. Just as the students who learned English in a foreign country did not establish trust in their teacher, the teacher in this study had difficulty linking herself with those students, feeling uncomfortable making written comments on their drafts.

Program Influences

The factors that stemmed from the program included the teacher's status in the program, a lack of a range of writing classes available to students, the requirement of English as the medium of instruction, and the assigned class hours. Although the program valued English academic writing, writing classes were predominantly staffed by instructors who were usually on the job market looking for a permanent position elsewhere. The teacher's unstable status in the program immediately constrained her

ability to devote a sufficient amount of time and effort to building a caring relationship with an individual student and making the optimal written comments that could meet the individual student's expectations and needs. For instance, she had expected to make end comments in different-colored pens to the students' fourth and fifth writing assignments, but she did not or could not make such comments because of conflicts with other obligations and lack of time.

Researcher: You know that your students want to receive summative comments in different colored-pens?

Dr. Kim: Yes, I know. But you know, it took 30 minutes to provide written comments to each paper. If I make such comments, it would take at least another 20 minutes per paper. I cannot do it at this moment because I don't have time and I am too exhausted... If I have another opportunity to teach English writing in a more stable position, I may try to use several other commenting methods which I have learned from the book I am reading right now [I had recommended the book to her]. However, in an unstable situation like this when I am going to be fired and I have to look for a job, it is the best I can do for my students. (Dr. Kim, 07/18/06, the second interview)

In response, the students felt that they were less taken care of by their teacher, in terms of receiving their feedback from their teacher.

Researcher: Do you want to comment on anything that you liked or did not like about the course?

Changsoo: One thing, I liked the summative comments my teacher had made at the end of the paper in different-colored pens because these comments gave me an idea of the good and poor aspects of my writing. But from the fourth assignment, it was gone. I wished we could have had them more (Changsoo, 07/13/06, the second interview)

Another critical factor that derived from the program was that the program did not offer the students a range of writing classes so that they could choose to take a course according to their English and writing level. Even though the students' English was screened by TEPS or TOEFL tests, their English level varied. While some students

struggled to comprehend the class activities and the written comments on their drafts, others had nativelike English proficiency, which made it difficult for the teacher to focus her teaching practices. In this respect, this class did not provide the optimal level of challenge to the students, which Noddings (1984) claimed would play a critical role in developing a caring relationship in school.

The reality that the teacher and the students were required to speak only in English in class played a somewhat negative role in developing caring relations. As my observations and the participants' comments revealed, when the lecture and the written comments were delivered only in English, some of the students were not able to understand what the teacher and other students said in class or what the teacher wrote on their drafts. Meanwhile, the students were not able to articulate what they wanted to say in class, which caused some degree of frustration for the teacher and the students. For the teacher's part, even if she was a confident English speaker and writer, the fact that she had to speak and write only in English constrained her ability to express herself more freely to promote a caring environment.

Finally, although some students preferred summer courses because they could be completed within a short period of time, the students generally commented that the assigned class time, four hours per day, decreased their ability to be fully attentive to the class activities. In addition, as one participant commented, the students often expressed their concern about whether they could retain and take in much of the information that they had learned in class for their future writing: "I have learned so much information about how to write in English within a short period of time. Sometimes, I feel afraid that I may not remember anything that I have learned because we did not have enough time to

digest it” (Donghoon, 07/14/06, the second interview). In this study, the sociocultural and programmatic influences were the two major forces operating on the teacher and the students alike, having a great impact on the development of a caring relationship between the teacher and the students and the feedback and revision process at each moment.

Caring Encounters between Teacher and Students

The middle layer of the model represents caring encounters between the teacher and the individual students embedded in the feedback and revision process in an EFL college composition classroom. The teacher and the students could meet each other as the one-caring and as the cared-for at each moment depending on a series of interactions they had with each other and their perceptions and interpretations of each other and each activity that took place inside and outside the EFL writing classroom. This layer connected the wider context with the most central part of the model, the feedback and revision process. As illustrated in Chapter 4, the most critical element that allowed the teacher and the students to enter into a caring encounter and take part in an effective feedback and revision process seemed to be determined by whether they had trust in each other. Trust was, however, not only built up based on the feedback and revision practices but also on the students’ perceptions and interpretations of the teacher and each activity presented in the classroom context. The teacher’s ability to envision the students’ expectations, needs, and goals, and the students’ ability to respond to their teacher’s beliefs, values, and expectations played a vital role in increasing and decreasing the degree of trust in each other.

Among a variety of factors that emerged from the data, three factors were

especially important to the development of a caring relationship between the teacher and the students embedded in an EFL college composition class: 1) the definitions of a caring teacher and each other's roles as a writing teacher and comment provider and as a writer and reviser; 2) the nature of the teacher's practices, especially how the teacher organized the class activities and writing assignments for the course, and how the students perceived and understood these; and 3) the teacher's expectations for and the students' perceptions and interpretations of the written comments.

Definitions of their Roles and Views of a Caring Teacher

The teacher's and the students' clear conceptions of their roles as a writing teacher and as a student writer and their views of a caring teacher influenced the development of a caring relationship with each other in the feedback and revision process. That is, when the teacher exerted herself to help students learn to write in English with clear conceptions of her roles as a writing teacher and views of a caring teacher, most, but not all, students, in turn, responded to her with respect and appreciation, which seemed to lead them to enter into caring relations. The students in this study, except for a few students, did not feel confident in writing in English, mainly due to their lack of experience learning to write in English in their previous schooling. Therefore, they expected their teacher to support and guide their English writing in an effective way and to improve their English writing ability.

The teacher as a gatekeeper of success in academic writing did everything possible in the classroom and through her written comments to communicate a vision of an academic text to her students (Ferris, 2003b). Her effort generally motivated the

students to use her written comments on their drafts in revision and to improve their drafts. However, even if the teacher as one-caring strove to help her students learn to write in English in so many ways, caring was not actualized in some cases, when particular students as cared-for did not have trust in her comments or when the cared-for did not respond to the comments in revision in an effective way. Then, both parties were less likely to enter into caring relations.

The Nature of the Teacher's Teaching Practices

The teacher's written comments on the students' writing never took place in a vacuum, apart from the classroom context that gave rise to them (Fife & O'Neill, 2001; Goldstein, 2005; Prior, 1991). The nature of the teacher's teaching practices, how she organized all class activities and guided her students and how the students perceived each activity and interaction, played a vital role in the development of a caring relationship between the teacher and the students in the feedback and revision process.

As Noddings (1984) proposed, "the educator must arrange the effective world so that the child will be challenged to master significant tasks in significant situations. The initial judgment of significance is the teacher's task" (p. 63). The teacher in this study demonstrated her caring for her students through her careful teaching practices, especially through the introduction of written comments as central of the course to connect herself with her students. Acknowledging the limited power of written feedback delivered through the margins of the students' drafts, to compensate for what was lacking on the part of the written feedback, the teacher included in her teaching plan an individual conference with each student. During the individual conference, she responded to the

students' struggles, questions, and concerns with attention and care and provided reasonable solutions and suggestions for them, using mostly Korean rather than English. As one of the participants commented, her careful and precise teaching practices were generally acknowledged and appreciated by her students: "Because of her careful and precise plan, I feel that we learn a lot more from this class within a limited time. I think she is a very effective teacher" (Youngjoo, 06/23/06, the first interview).

However, from my observations, it was evident that "appropriate activities can become inappropriate very easily if proper attention is not paid to what is happening within the teaching-learning interactions facilitated by the activity"(Goldstein & Freedman, 2003, p. 442). Whenever the teacher failed to include student interests, motivation, or expectations in planning or facilitating class activities, it would occasionally cause some degree of frustration for the students, and the teacher's efforts were then not perceived as caring, at least for the moment. For example, some students, including Sungjin and Soojin, who could not participate actively in class discussions expressed some degree of frustration with the class discussions. For these students, the caring relationship was not made void whole scale but seemed scarred at least in part.

Soojin who had high expectations of and a strong trust in her teacher expressed her frustration with class discussions, questioning her teacher's role as a facilitator in these discussions.

Only some students participate in class discussions. I wish my teacher would point to some students who do not talk in class and give them an opportunity to talk. Of course, we are supposed to take part in class discussions voluntarily. But for me, it is difficult to do so unless the teacher points to me and allows me to talk. (Soojin, 07/31/06, the third interview).

Sungjin was another student who utterly lost his motivation to participate in class discussions, reporting that he dozed often throughout.

First of all, I don't know why she put so many discussions into a writing class. In addition, I don't like the topics for the class discussions. Those are too general, not specific for us. There are many topics which we can easily talk about in class, such as Hwang Woosuk's case. This topic sounds more academic to me than those discussed in class. (Sungjin, 07/28/06, the third interview).

When some students responded to the class discussions with lack of enthusiasm and interest, the teacher, in turn, expressed her concern about these students.

Some students never participated in class discussions unless I identified them. One of them is Sungjin. I noticed him losing interest in class discussions... I tried not to feel guilty about this, but it still bothers me. (Dr. Kim, 09/10/06, the follow-up interview)

Moreover, because whole class interactions took place in English, the students often had difficulty understanding the content being discussed, and in contrast to when she spoke in Korean, the teacher did not use mitigating and encouraging words as frequently as possible, which was occasionally perceived by the students as unkind. The students' perceptions of their teacher as unfriendly or the students' frustration at the lack of complete understanding about the topic being discussed also seemed to discourage them from accepting their teacher with appreciation, at least momentarily, diminishing the caring encounter. In all, when the teacher as one-caring clearly understood individual students' expectations and needs and structured her teaching practices so that they could optimally challenge the students' ability, the students built up strong trust in their teacher at each moment, which played a mediating role in entering into a caring relation.

The Teacher's Expectations for and the Students' Perceptions and Interpretations of the Written Comments

Prior (1991) found that graduate students' academic writing and their revision process were motivated and negotiated by multiple factors. In the same way, Korean college students' writing and revising process seemed motivated or demotivated by complex factors, such as the teacher's expectations for and the students' perceptions and interpretations of her written comments at each moment, which influenced the development of their interpersonal relationship with their teacher.

With the conviction that Korean EFL college students could better learn English writing by the multiple-draft approach proposed by the process approach to writing instruction (Flower et al., 1986), the teacher introduced this method as an essential means of communicating with her students and instructing them. On the first class day, the teacher communicated her expectations about how students should take her comments. She announced that the students should not take her written comments literally but as signals that they needed to review, re-envision, and reconstruct their draft. Most students clearly understood their teacher's expectations for how they should interpret her written comments and took the written comments as impetus for learning to write in English, even if a comment was a rather unspecific simple word. When their teacher's expectations for the written comments were clearly understood by the students, they endeavored to transform their writing even if it took a great deal of time and energy. Then, it was likely that the teacher and the students were able to enter into a caring relation. By contrast, when the students did not respond to her expectations in a productive way, the teacher had trouble in connecting with the students and was less

likely to enter into a caring relation.

When their expectations were conflicting, both parties did not seem to enter into caring relations. For example, although developing the logic and coherence of writing was the teacher's primary interest, she paid close attention to grammar, format, or mechanics, especially at the beginning of the semester, because she thought that understanding these elements correctly was important for the students to know how to write English academic writing. The students, for their part, nonetheless expected their teacher to make more comments on content, expression, or organization than on format, grammar, or mechanics. These conflicting expectations for the types of feedback occasionally led the students to decrease their appreciation for and trust in their teacher.

Constraints and Conditions on the Teacher-Student Relationship

Teacher commentary and student revision were influenced by a set of complex and inextricable factors. The conditions and constraints here included various factors that the teacher and the students brought with them into the classroom as a package which played an important role in how the teacher made decisions about how to organize the activities and assignments and provide written comments to the students' writing, as well as how the students responded to these.

Constraints and Conditions on the Teacher

The major constraints and conditions operating on the teacher were conflicts in her time and effort, beliefs about teaching English, language ability, content knowledge,

and memories of past encounters. Although most writing teachers have been reported to express that providing written comments to students' writing is one of the crucial tasks of a writing teacher, they also perceive the large demand on their time and energy as a challenge (Ferris, 2003b; Goldstein & Kohls, 2002; Sommers, 1982). Similarly, Dr. Kim was constrained by the time and effort conflicts she faced, which immediately affected what feedback she could provide to the students' writing. Despite these conflicts, because of her beliefs about teaching English writing, especially her beliefs about the utility of written comments, she drove herself to make many written comments on the students' writing, which influenced the students' attitude toward revision. The teacher's language ability played a facilitating and debilitating role in developing a caring relationship with her students and in the feedback and revision process. While her ability to speak Korean allowed her to facilitate her students' writing and revising process in Korean outside the classroom, she sometimes felt her limitations as a non-native speaker of English when making written comments on the students' drafts. Although the teacher did not feel she was lacking in her knowledge to help her students learn to write in English, the students thought that she could have assisted their writing and revision process more effectively if she would have known more about their major areas. Finally, what was an interesting part of this study was that the memories of past encounters established from previous contacts or subsequent interactions in class had a great impact on how the teacher and the students understood and interpreted each other, thereby building up trust in each other. Recall Jongmin and the fact that part of the reasons that the teacher did not develop a productive relationship with him and felt uncomfortable making written comments on his draft was because of stories she had heard from her colleagues.

Constraints and Conditions on the Student

Like the teacher, the students were constrained and conditioned by complex factors including writing ability, English proficiency, motivational goals to improve their English writing ability, general knowledge, and memories of past encounters. The students' writing ability in their native language, Korean, seemed to play a positive role in writing and revising their drafts in English. The students who identified themselves as confident writers in Korean produced a better draft and transformed their draft more substantially than those who identified themselves as incompetent writers in Korean. This was true for Minho, Joonki, Minkyung, and Changsoo who identified themselves as confident writers produced better first drafts and revised them more effectively from their teacher's written comments than Donghoon who did not feel confident in writing in Korean. The students' English proficiency also affected their attitude toward their teacher's written comments. When the students felt unsure of their English, they tended to be more careful about reviewing and using their teacher's comments in revision. Their second draft seemed to show a better quality of writing than the students who felt comfortable with their English. Recall Jongmin who had an excellent grasp of English and who did not devote himself to the writing and revising process as much as other students did. Despite his good English ability, his lack of motivation to improve his English writing ability led him to put less time and effort to write and revise his draft. At the same time, even when the students were motivated to improve their English writing ability, when they did not have enough language and writing abilities, their relationship with their teacher suffered (Leki, 1990; Reid, 1994; Silva, 1993). Recall Donghoon who

wanted to improve his English writing ability but was not able to build an effective relationship with his teacher because of his lack of writing and English ability. In general, the students' depth and breadth of knowledge contributed to generating ideas and producing a better quality draft. Just as the teacher's memories of past encounters played a role in developing a trusting relationship with her students, the students built up their trust in their teacher from their memories of past encounters. Again, recall Jongmin who did not have much trust in Korean speaking English teachers because of his previous experience learning English from them, which limited his ability to see this teacher from a different perspective.

The Feedback and Revision Process

The inner layer of the model shows the feedback and revision process through which the teacher and the students worked together to help the students improve their writing ability in English during a summer semester in an EFL writing class in Korea. The thermometer between the depiction of teacher and student at the center of the figure represents the degree of trust in each other. Although constrained and conditioned by numerous factors, when the teacher was able to organize the class activities and writing assignments according to the students' expectations, needs, and desires, the students responded to her with appreciation. In particular, when she was able to apprehend the students' feelings, concerns, and struggles involved in the feedback and revision processes, attend to their expectations and needs, and make effective written comments to their drafts, the degree of the students' trust in their teacher increased, and accordingly, the teacher and the students entered into a caring encounter.

In the same way, despite their constraints and conditions, out of obligation and reciprocity, when the students responded to their teacher's expectations positively and respectfully, they met with their teacher in a caring relation. In particular, when they read the written comments on their drafts with attention, comprehended them, appreciated their teacher's efforts to make such comments on their drafts, and revised their papers successfully, the degree of their trust in and appreciation for their teacher became stronger. Recall Joonki who had some trouble in connecting himself with his teacher at the beginning of the semester, but whose trust in and appreciation for his teacher grew to be stronger as he was able to change his draft substantially based on his teacher's written comments. When the students could improve the quality of their drafts, the teacher, in turn, felt good about what she had provided for them, revealing her reciprocity to her students.

Taken as a whole, the feedback and revision process was a cyclical process that involved multiple factors generated from the wider social context, the classroom, the teacher, and the student. However, for the feedback and revision process to take place successfully, trust in each other needed to be present as a mediating force, which allowed both the teacher and the students to enter into a caring relation. To build trust in each other, the teacher needed to commit herself to developing her students' English ability, *obligation*, and the students needed to respond to their teacher's commitment somehow, *reciprocity*. Out of obligation, when the teacher was able to aid the students' English writing ability effectively and when the students improved their writing based on their teacher's comments on their drafts, both the teacher and the students, although overwhelmed by the workload at times, had meaningful caring encounters, feeling

confident in what they were doing.

However, no matter what the teacher might do for the students, when the students did not have trust in their teacher's written comments, they hesitated to use her comments as they revised their drafts. Consequently, they failed to enter into caring encounters with their teacher. Most often, those students' English writing did not improve as much as they would have expected. Recall Jongmin who had an excellent English ability, but did not have much trust in his teacher's written comments. He occasionally did not use his teacher's written comments when revising his draft, especially when he thought his own chosen English expressions were correct. Despite his good English ability, his drafts did not show great improvement over the course of the semester.

In what follows, I illustrate the model using five focal students' writing experiences in English based on their teacher's written feedback to their writing, focusing on the relationship between the teacher and the students and its effects on the feedback and revision processes.

Illustration of the Model Using Five Focal Cases

Although my study included a total of 14 students, I chose five students to investigate the relationship between the teacher and the students, and how this relationship might influence the ways the teacher provided written comments to the students' writing and the processes by which the students used these comments in revision. Having finished collecting, coding, and analyzing all data from the 14 students,

I selected these five students based on my interpretation of the interviews, class observations, and their writing samples, looking for variation in selecting cases in terms of their perceptions of their teacher, class activities, writing assignments, and revision processes from their teacher's feedback in their drafts, so that I could elucidate some possible variations in the teacher-student relationship in an EFL academic writing course.

From my descriptions of the focal students, it is possible to think that the teacher did not care for her students because I have included more students who struggled with than who maintained a caring relationship with their teacher. It is important to remember that besides these focal students, among the remaining nine students, three students, like Sangho, maintained an exceptionally good relationship with their teacher throughout the semester, and the other six students, like Joonki, had a trusting relationship with their teacher although they had some ups and downs at times.

Sangho

I chose Sangho because he was one of the students who showed an absolute degree of trust in his teacher, her instruction, and her feedback throughout the semester and accepted his teacher's feedback without question. Sangho was responsive to his teacher's instruction, never taking it superficially or half-heartedly. Even in a situation when he could not successfully revise his drafts based on his teacher's comments and received low grades, he never complained about her or her comments on his drafts. Rather, he tried to interpret and understand whatever his teacher had said or done for him very positively. Sangho was also one of the two students who visited his teacher during office hours and asked her about her comments. Just as Sangho maintained a high level of

trust in his teacher throughout the semester, the teacher revealed a high degree of trust in him, even when he did not use the comments on his drafts as successfully as she had expected. Both of them seemed to look at the better part of each other, which led them to remain in a caring relation throughout the semester.

Sangho's Background

Sangho, a 25-year old male student, had just completed the third year of his study in Material Science. Although he had taken one Korean academic writing course in his freshman year from this university, he did not think that he had learned a lot from the course because he did not feel like studying so hard right after all the intensive work he had put into be admitted to the university. To improve his English ability, he also took two English writing courses from native English-speaking teachers, one at the language center from this university and the other from another university in his hometown. However, he did not feel that he had gained much knowledge about writing in English because he did not take them seriously, skipping many of the classes. Although he expected he would receive an A from this course, he described himself as a poor writer in both Korean and English. In particular, he described the difficulty he had in writing a descriptive paragraphs as, “*For me, eyes are eyes and onions are onions. That’s all, not deep blue eyes, or something.*” Although he felt that feedback on vocabulary use in context, expression, or content would be more helpful than feedback on grammar or mechanics, he believed that all feedback from his teacher was helpful.

Figure 5. 2. Sangho's First Draft of the Second Assignment

The Utmost Abomination in the Universe

T.S. Stupefying and suffocating horror exudes from Darth Vader. Even at a far
P. distant anyone can recognize him because he wears only black clothes. He
wears a helmet, on top of which is round and bottom of which ends as a
squid-like-figure to accommodate his head. He also wears an antigas mask
not only to prevent others to see his ugly faces burned to the extent of a
monster but also to breathe. The glasses of the mask are approximately 4 or
5 inch diameter large, circular, and black. Moreover, the shape of mouthpiece
is triangular so it contributes his bizarreness. Also, he wears black jacket and
cloak. With aforementioned helmet and this cloak, the ambiance of the knight
of the Middle age oozes from him. In front his abdomen he carries gadget for
maintaining his life, because he was injured almost to death in the past and
operated on to half-machine except his brain. Encountering his enemy, he
draws out his famous light saber which flares red and resonates making sound
of "woong-woong". Furthermore, with his another black clothing such as
pants, gauntlets and boots, he finalizes his black countenance. However, what
consummates his character in the end is his voice. His sibilant voice along
with "huh-pah" sound of the life-sustaining implement terrifies people who
hear it.

C.S.

fascinating description!

Initial Perceptions and Expectations of Each Other and the Course

Sangho's motives for taking this course were because he wanted to improve his English writing ability, study abroad after graduation, and make a wise use of his time during the summer break. In addition to these goals, he chose to take this course because he had a high degree of trust in the teacher and her course, which he had constructed by reviewing the syllabus on the website even before the semester started. Moreover, throughout the class activities and writing assignments, he continued to build his trust in his teacher very quickly. After a few class meetings, he commented on his teacher and the course,

When I read her syllabus on the website, I knew that she was a good English writing teacher. Everything in her syllabus was very precisely stated... In reality, she seems to know a great deal about teaching English writing, provides precise written comments on our writing, and teaches English writing in an interesting way. I feel that I can learn a lot about how to write in English from this class. (Sangho, 06/22/06, the first interview)

In his view, a caring teacher was able to find students' weak points in their writing and help them improve these areas. He expected this course to help him develop not only his writing ability in particular but also his English ability in general. In all, Sangho was very much self-motivated to improve his writing ability in English and took everything that his teacher had done for him in appreciation, which seemed to contribute to the development of a caring relationship with his teacher because he accepted and appreciated every comment she made. Moreover, contrary to his perceptions of himself as a poor writer, he actually was a relatively good writer and had a comparatively good command of English, which also seemed to contribute to the development of a caring

relationship with his teacher because he was better able than other students to respond to his teacher's written comments.

Just as Sangho brought in with him good feelings about his teacher and the course, his teacher also demonstrated a high degree of trust in him from the very beginning of the semester. It seemed to me that her trust in and care for him arose out of obligation as a teacher but grew stronger and stronger. For example, after returning the first draft of the second assignment, she commented, "*Look at his writing. he [Sangho] is a good English writer.*" As displayed in Figure 5.2, she gave exceptionally good comments on his first draft of the second writing along with the second highest grade in class.

Trust in Each Other Prior to the Individual Conference

Even though Sangho did not participate in class discussions as frequently as Jongmin, Changsoo, or Joonki, he actually did volunteer comments occasionally in class. He seemed to enjoy all class activities, writing assignments, and interactions he had in class, and regarded them as helpful to write and revise his drafts. Through these subsequent activities, assignments, and interactions, his trust in and comfort with his teacher grew deeper and deeper.

We have to copy 40 fresh verbs almost every week. It's a lot, but, I think it helps me improve my vocabulary ...I learn a lot of stuff from my class. Like today, I have learned a lot in class. Her class activities are very interesting. As I told you during lunchtime, even though it is a four-hour lesson, it is not boring at all. We have lecture, writing exercises, and discussions. I like the interactions we have in class. At first, I was worried about the long class sessions, but now I am not. I feel it is all right...When I write, my teacher gives me feedback and then I revise my draft. I like all of these activities. (Sangho, 06/22/06, the first interview)

In terms of revising his drafts based on his teacher's feedback, Sangho did not take many risks, demonstrating a cautious attitude. For example, he was one of the students who received outstanding comments with very high grades on the first draft of the third writing assignment. In revising his draft, he showed a vested interest in reviewing his teacher's feedback with care. However, when he encountered somewhat vague comments such as "Not bad," he took these comments to mean that he did not necessarily have to change these parts. Consequently, he did not transform his draft substantially and received the lower grade on the second draft of his third writing assignment than on the first paper.

Researcher: How did you revise your drafts?

Sangho: I first read my teacher's comments on my drafts carefully in the library. Then, I revised them. I went home and checked them again before I submitted my drafts to my teacher. I revised most of the parts the teacher told me to change.

Researcher: How did you interpret this [pointing to the comment "Not bad" on the first draft of the third writing]?

Sangho: I did not change the part because I thought "not bad" is all right...I could ask my classmates, but didn't have much motivation at the moment. (Sangho, 07/13/06, the second interview)

Regardless of whether he was able to alter his drafts successfully based on his teacher's comments or he received a lower grade did not influence Sangho's trust in his teacher. For example, despite his hard work to revise his draft, when he received a lower grade on his second draft than on his first draft for the third writing assignment, when asked how he felt about his grade, he stated:

Researcher: Did you look at the grades on your drafts?

Sangho: Yes,

Researcher: How did you feel about them?

Sangho: I thought I did not do well.

Researcher: You said that you revised your drafts based on your teacher's comments by reviewing your teacher's comments with care. Then, you

received a lower grade on this draft [the second draft of his third writing]. Are you okay with it?

Sangho: Yes, I am. Even though I tried very hard, other students obviously did better than I.

Researcher: Didn't you have any comments you did not like or felt that did not help you?

Sangho: No, not really. There were some parts I did not revise because I did not know how to revise them...But, that's, I think that's because of my English level, even my teacher told me that the meaning was all right. I thought all the feedback from my teacher was helpful.

Researcher: Do you still trust her?

Sangho: Yes, she is a very good teacher. (Sangho, 07/13/06, the second interview)

Just as Sangho maintained a high degree of trust in his teacher, his teacher also revealed the same level of trust in him even when he did not revise his drafts as she had expected. As soon as the students' drafts were returned, I reviewed the teacher's written comments on their drafts and compared the second drafts with their first ones in the light of progress made in their writing and grade. Noticing that his writing and grades had not improved as much as other students, I asked the teacher how she felt about his revision. The teacher responded to me, "*Compared to his first drafts, he did not revise his drafts well. But, his writing has power, and he knows how to write.*" After the conversation with me, the teacher asked the students from then on to submit their second draft along with their first draft and provided her reasons as follows:

I had not asked students to submit their second draft along with their first draft. This time, after our conversation, I asked the students to submit their second draft with their first one...I actually had not thought about it before because I was too busy. I am always busy. Even though I did not do that [asking them to submit the second draft along with the first draft], I thought it was okay... Comparing their second draft with their first one, I gave at least a little higher grade on the students' second draft. I think it is a good idea. (Dr. Kim, 07/31/06, the third interview)

Trust in Each Other Post-Individual Conference

Similar to other students, Sangho perceived the individual conference as very helpful to understanding the teacher's comments on his drafts and to revising his drafts.

Researcher: How well do you understand these comments [be more specific, not clear enough, or unclear]?

Sangho: I know my teacher gives these comments to make me think from different perspectives...But it is hard to change my drafts based on these comments. Without her detailed explanations during the individual conference, I would have had difficulty revising my drafts. (Sangho, 07/13/06, the second interview)

Most importantly, Sangho seemed more responsive and attentive to his teacher's instruction than other students, which might have contributed to the development of a caring relationship between them. For example, before the individual conference, the teacher announced in class that the students should prepare a list of questions for the conference. However, most students showed up without making a precise list of questions. Accordingly, the teacher had to explain every comment on the students' papers without exactly knowing what parts the students did not understand, and the students just listened to their teacher's explanations. In contrast, Sangho read his drafts and made a list of questions from each draft and proceeded to ask them at the conference. His teacher was then able to explain the exact parts he did not understand in a more efficient way within a limited time.

Sangho: If you wanted me to put a comma here, why did you make an x here?

Dr. Kim: It's because if I want to put a comma once in this sentence, I would put it here [at a far distance, everyone can recognize him because..], not here [at a far distance everyone can recognize him, because...]. Your way is not wrong, but I feel that it is better to put a comma here. I have recently noticed some people using it the way you wrote, but, this form [at a far distance, everyone can recognize him because...] is more commonly used.

Sangho: I see. By the way, what is w.f. [pointing to “w.f.” on his draft] here [“prevent others to see his ugly face”]?

Dr. Kim: Check the terms I gave you in the first class again. It means the form is not right.

Sangho: Ah, then “prevent from!” (Dr.Kim-Sangho, 07/04/06, the individual conference)

As Sangho demonstrated his responsiveness to his teacher, as shown in the dialogue above, his teacher revealed her attentiveness to him. Rather than telling him the answers, the teacher, as a more knowledgeable person, guided him step-by-step until she felt he was able to revise his drafts, and the student for the most part appreciated and trusted her. Both the teacher and the student seemed to look at the better part of the other, which made it possible for them to remain in a caring relation.

Trust in Each Other at the End

In teaching and learning situations, both the teacher and the student might encounter more or less frustrating moments depending on numerous conditions and constraints, which could increase or decrease the intensity of trust in each other. However, because the teacher and Sangho always tried to see the better part of the other, the degree of trust in each other did not seem to diminish in any teaching and learning situations of the semester.

When Sangho received low grades on his drafts after he reviewed the comments and revised his draft with care, he could have felt frustrated. Rather, he gave primacy to his teacher’s authority and accepted the grades without distrust.

Researcher: How do you feel about your teacher’s comments on your drafts?

Sangho: I make the same mistakes over and over, such as parallelism or run-on sentences. She is very precise in making comments on these...In

terms of grading, it is not my job but hers. I am very satisfied with her, her feedback, and her teaching methods.

Researcher: How did you interpret these comments [not clear, unspecific]?

Sangho: I visited her and asked her about these.

Researcher: Do you think your teacher is a caring teacher?

Sangho: Yes, she is. She seems to know my writing well and makes precise comments on my drafts. I really appreciate her commitment. (Sangho, 07/27/06, the third interview)

In the same way, when the teacher found that Sangho did not effectively use her feedback on his drafts after she had invested a large amount of time and effort to make comments on his drafts, rather than expressing her frustration with him she looked at his potential as a writer. At the follow-up interview, she commented, *“Sangho has not improved his drafts as much as I had expected, but he is definitely one of the best writers and has contributed to class activities in general. That’s why I gave him a good grade.”*

Joonki

Joonki was chosen as a focal student because he was one of the most passionate, knowledgeable, and self-motivated students about learning to write in English. Along with his strong motivational goals, excellent writing ability, and depth and breadth of knowledge, he demonstrated a high degree of trust in his teacher, especially on an intellectual level throughout the semester, which led him to take his teacher’s feedback very positively and improve his writing the most in the class. At the beginning of the semester, Joonki felt overwhelmed by his perceptions of his teacher’s high-handed attitudes toward the students and the level of the course. At the same time, for some reason, the teacher seemed to be critical of his comments in class, which caused a great deal of frustration for him. However, during the individual conference, the teacher

explained her comments on his drafts with affection and care and demonstrated a strong degree of trust in him. After the individual conference, he also began to accept his teacher as she was, changing his expectations of her to fit the reality. At the end of the semester, as he began connecting himself with his teacher, appreciating what she had provided for him, his teacher also responded to his writing with care. The two of them seemed to remain in a caring encounter.

Joonki's Background

Joonki was 25 years old and a male junior student who was majoring in International Relations. He wanted to take an academic job in this area. Like other students, he had taken a Korean writing course in his first year at the university, from which he felt that he had learned a high level of academic writing in Korean. Influenced by his mother, a professional writer, he had composed a variety of writings for various writing contests when he was a very young child and received numerous awards for them. He identified himself as exceptionally confident in writing in Korean, whereas he did not feel comfortable writing in English due to his lack of experience in learning to write in English. He evaluated his English writing as “being like an elementary student’s writing.” In particular, he demonstrated a high degree of apprehension in writing in English because of the teacher’s frequent corrections of his grammatical mistakes.

Initial Perceptions and Expectations of Each Other and the Course

Joonki had chosen to take this course to overcome his apprehension about writing in English, to complete his course work to graduate, and to improve his English writing

ability. At the first interview conducted in the second week of the semester, he made positive and negative comments about the teacher and the course.

I have a great deal of apprehension in learning to write in English because, like my teacher, most Korean teachers have pointed out my grammatical mistakes. So, whenever I start to write in English, I first think about whether my grammar is correct or not, which makes me feel nervous about writing in English. This is one of the reasons I decided to take this course. To overcome my anxiety about writing in English...The level of the course is too high for me. The level of grammar and vocabulary the teacher uses in class is beyond my ability. I don't think this course is designed for students who are taking an English writing course for the first time. I am not sure if I can do well in this course...It is also difficult to pay attention to the class for four hours. In addition, although we listen to the class, that does not mean we can write in English. We need some time to digest our understanding. I am not sure if my decision to take this course during the summer time was right...From my perspective, a caring teacher should encourage students to talk rather than to point out their mistakes frequently. My teacher seems to have a high-handed attitude. Like many Korean English teachers, she frequently points out my grammatical mistakes or shows a discomfoting expression. Then, I feel discouraged and hesitate to talk...I believe that good feedback is not to point out the bad details but to guide students to look at the big picture of writing...In all, I do not feel that my English writing will improve a lot after taking this course... However, because the teacher knows a lot about how to teach English writing and drives the students to work very hard, my writing may improve to some extent. I just trust her because she is an expert in this area. (Joonki, 06/22/06, the first interview)

Although Joonki demonstrated a high degree of trust in his teacher out of obligation as a student, he did not connect himself with his teacher at the beginning of the semester, mainly due to his perceptions of his teacher as having an overbearing attitude and due to the difficulty of the content presented in the class. In the same way, the teacher did not seem to care for him at first because of her perceptions of his attitudes toward her instruction. For example, although she gave her students clear instruction about the format at the beginning of the semester, he did not use double spacing, but single spaced his first drafts of his writing. Looking at his draft, she commented, "*Look at*

his format. He used single spacing.” She also told this to him during the individual conference.

Trust in Each Other Prior to the Individual Conference

Most of Joonki’s frustration derived from his teacher’s lack of encouraging and supportive responses to his comments in class. For some reason, the teacher did not respond to his comments with appreciation, which frustrated him. As a result, he did not seem to perceive his teacher as a caring person.

She encouraged the students to talk in class by emphasizing several times throughout the semester that “*making a mistake is part of learning.*” However, when she explained the participation rules to the students at the first class meeting, she made it clear that the students should only say correct things when talking in class.

It is important to contribute to class discussions. However, when you talk, you should say correct things. You’d better not talk if you don’t, can’t say correct things. (06/20/06, Class Observation)

As one of the most active participants in class discussions, Joonki seemed to perceive his teacher’s announcement as overbearing. In reality, her comments in English to his responses sounded critical. For example, when the students practiced parallelism and clarity, he volunteered to correct the given sentence, *Along with his other faults, he never met deadlines, so we had to discharge him.* When he read his corrected sentence, “*His lateness made us to discharge him,*” the teacher said, “*Nice try, but you are wrong.*” At this comment, his face flushed red. During lunchtime with some of his friends and me, Joonki expressed his frustration with his teacher’s comments, “*I don’t know how other students take her comments, but for me, they are mean and discouraging.*”

In the second week, the students analyzed and discussed the basic elements of an argumentative essay, such as a thesis statement, topic sentence, and controlling idea by reading an essay, *“Women in Combat.”* When they were reading the third paragraph in the essay, *“emotional problems arise when women and men are together on the front lines,”* Joonki commented, *“The author did not consider the relationship between men and men, but only that between women and men.”* Without responding to him, the teacher focused on reading the next paragraph. Joonki looked embarrassed for the moment. However, this time, the teacher came back to his question after reading the last paragraph and commented that he raised a good point. Yet, although he was frustrated with his teacher’s responses towards him, other students did not seem to take their teacher’s comments as critical or bossy but as natural to the teaching and learning process.

Trust in Each Other Post-Individual Conference

For most students, the individual conference served as a major turning point in connecting with the teacher, allowing them to understand her and her written comments on their drafts better, thereby increasing the degree of trust in her. However, Joonki did not perceive it as an important scaffold to understand how to write and revise his drafts, partly due to the biases he had built up from his memories of past encounters with previous teachers, in this case the contrast offered between the feedback he received from his previous Korean writing teacher and the feedback he was receiving from Dr. Kim.

Most of all, the individual conference was too short. 30 minutes was not sufficient to talk about three papers and my writing. Additionally, the quality of the feedback was not so good as that of the feedback I had received from the Korean writing class. (Joonki, 07/13/06, the second interview)

Nevertheless, the transcripts of the individual conference showed that the teacher scaffolded Joonki step-by-step with many encouraging and caring words, revealing a high degree of trust in him.

Dr.Kim: The introduction is very good. You wrote a good thesis statement. There are some mistakes in using articles, though. Let's see this part, "inefficient and dangerous." Can you explain what you mean by this? How is it inefficient and dangerous? To whom is it dangerous?

Joonki: It is dangerous because it can invade not only the family's rights but also even the neighbors' rights...

Dr. Kim: Then, how can you connect with this one?...

Joonki: I see.

Dr.Kim: Your structure is very good. This part is excellent except the expression, "probable criminal." Think about a better expression for this... "First of all," "second," "third," and "finally" are okay, but I think you can try to write a more sophisticated, logical, transition. I think you can do it...

Joonki: This is my first English writing class. I am struggling to write and revise my drafts. I should not have taken this course. This course is too high for me.

Dr. Kim: No, no, no, you are doing a great job... You know how to write. That's important...How long did it take to write it, this one [the first argumentative essay]?

Joonki: It took me more than half a day... I checked it but still made many mistakes in grammar...

Dr.Kim: I know, but your structure and argumentative skills are exceptional. (Dr.Kim-Joonki, 07/04/06, the individual conference)

Despite his teacher's substantive oral and written feedback on his draft, Joonki did not successfully transform the second draft of his third writing. For example, as seen in Figure 5.3, he did not alter some parts of his writing even though his teacher gave him good comments, partly because, as he stated, he did not know how to revise it exactly and partly because he did not agree with his teacher. Consequently, although his grade on his first draft of the third writing assignment was 4.5 out of 5.0, which was the highest score in the class, his second draft of the same essay received 4.3 out of 5.0, which was the average in the class.

Figure 5.3. Joonki's first draft of the Third Assignment

Not bad, but was burned down by a resident of his town. (Lotke, 1997) *page number*
 Try to make a more smooth, logically interesting transition. → Third, electronic monitoring can cause "net-widening" effect. Byong-Seon Kwak
 and Vincenzo Rondinelli point out that the use of electronic monitoring can expand the
 net of surveillance and punishment. (Kwak, 1997:85 Rondinelli, 1998) Excessive
page

Although Joonki received a lower grade on his second draft than on his first one, he maintained a high level of trust in his teacher, especially in her ability to teach English writing. At the same time, Joonki seemed eventually to resolve his conflicts with his teacher by looking at her best part and coming to accept her as she was.

Researcher: Can you tell me why you didn't change this part [not bad, try to make a more smooth and logically interesting transition]?

Joonki: I did not know how to make it better. I also thought it was okay. So, if I had been sure of how to make it better, I would have. But I did not alter it because I was afraid that I might change it for the worse.

Researcher: Do you trust your teacher's comments on your drafts?

Joonki: Of course, honestly speaking, I have expected to receive encouraging comments from her all the time, but I actually gave it up now, though I think I can learn English writing better from my teacher's continuous encouragement. But I feel that she is different from other teachers. It is her style. She seems to focus on developing our English ability based on her knowledge, and she does her best in this sense.

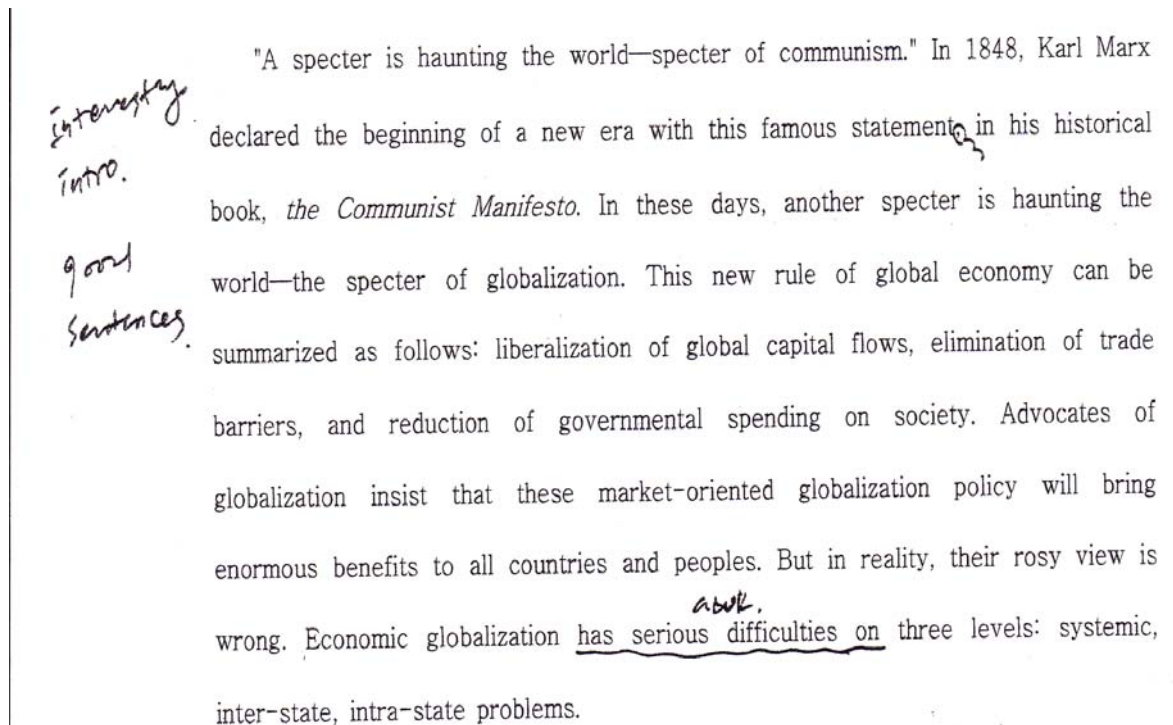
Researcher: You revised your draft based on her feedback and received a lower grade than the first draft. How do you feel about that?

Joonki: I am okay with it because in terms of teaching writing in English, she knows more than I. As a teacher, I think she gave me a reasonable grade. (Joonki, 07/13/06, the second interview)

On the last two writing assignments, *In Defense of Pornography and False Promise of Globalization*, Joonki's first and second draft demonstrated great improvement in all areas in that his writing had a clear focus, logical sequence and

balance in each paragraph, appropriate word choice, and fewer grammatical mistakes. As his writing progressed, his appreciation for his teacher seemed to increase along with his trust in his teacher. The teacher, in turn, responded in her feedback very positively.

Figure 5. 4. Joonki's First Draft of the Fifth Assignment



As seen in Figure 5.4, one of the most striking differences between Joonki's writing and the rest of the students was that he demonstrated depth and breadth of knowledge about other subjects in his writing by citing appropriate phrases or sentences in the right place. For example, in the following essay, to argue his position, he excerpted a sentence from Karl Marx's (1848) *Communist Manifesto*.

As Joonki's writing became stronger, the teacher began making much fewer comments on his drafts than on other students' drafts. As his teacher noted, he showed a high level of confidence in speaking up in class discussions, and as Jongmin observed, his group made an exceptional presentation on *Globalization* on the last day of the class.

Trust in Each Other at the End

At the end of the semester, the tension between Joonki and the teacher seemed to have disappeared and the level of trust in each other was on the increase, which led them to remain in a caring relation. Rather than taking his teacher's drive to develop his English ability as overbearing, he seemed to perceive it as a motivational force to write and revise his drafts, and he responded to her feedback with appreciation.

At first, I had adjustment problems because I perceived her as a non-caring person and the course was too difficult for me...However, now I feel that I have learned a lot from this course. In general, I feel good about her course and her ways of teaching English writing. Thanks to her drive to write and revise my drafts, I could improve a lot in my English writing. Actually, her strong push became my motivation to write and revise my drafts. I really appreciate her effort. She is a very good English writing teacher...I can recommend this course to other students without any hesitation if it is not offered during the summer time. (Joonki, 09/10/06, the follow-up interview)

At the end of the semester, the teacher also connected with Joonki in a caring and appreciative relationship, perceiving him as a student who had strived to improve his English writing ability and had participated in class discussions actively.

At the beginning of the semester, Joonki was one of the average students in class. However, one of his writings, maybe the third one, really impressed me and showed his improvement. It was beyond my expectation. I remember he became more confident in class as his writing improved. He once told me that I was too harsh and scary. When a student

expresses his or her feelings to me directly, I know he or she trusts me... Joonki was an excellent student. I am very proud of him. He was one of the students whose English writing very much progressed, even beyond my expectation. I actually did not expect him to have such progress from his first writing tasks. But he worked very hard to improve his English writing ability. I really appreciate his active participation in class discussions. (Dr. Kim, 09/20/06, the follow-up interview)

Donghoon

The reason I chose Donghoon as one of the focal students was because he, among the 14 students seemed to struggle the most in learning to write in English with his teacher's help, mainly due to his lack of English proficiency, writing ability, and general knowledge. He began this course with high expectations and a high degree of trust in his teacher, her instruction, and her written comments on his drafts, and the teacher also made special efforts to help him improve his English writing ability by making a sufficient number of written comments on his drafts and frequently explaining them in Korean. However, when the student did not effectively use his teacher's feedback in revision, I saw the degree of trust in each other decrease and both sides slip out of a caring relation with each other.

Donghoon's Background

A 21-year old male student, Donghoon, was in the second year of college, majoring in Physics. He was one of the youngest students in the class, having yet to complete his military service, showing uncertainty in himself and great reliance on others such as his parents to make decisions for him. He had learned English as a foreign language for eight years at the time the research was conducted, but did not remember

any kind of writing practice in English throughout his schooling. Because his mother was a high school Korean teacher, he had learned reading and writing in Korean when he was very young, but did not like to write in Korean. He had taken the required Korean writing course in his freshman year at this university and identified himself as a poor Korean and English writer.

Initial Perceptions and Expectations of Each Other and the Course

Donghoon was taking this course because he wanted to complete his course work toward graduation and improve his English writing ability for his future career. He was also keenly aware of the importance of English as a *lingua franca* around the world and began this class with good feelings about the teacher and the course.

I am very lucky to be in this class. I have to take one English course to graduate. I talked to my parents about this. They encouraged me to take an English writing course because it is going to be important for my future career. I want to become a good scholar. To become a scholar, I have to know how to write in English. Nowadays, the ability to write in English has become very important...I like my teacher very much because she seems to know how to teach English writing well. She is a very good teacher although I myself sometimes do not fully understand her lecture and the written comments on my drafts due to my lack of English proficiency. (Donghoon, 06/27/06, the first interview)

Like most of the students in this class, Donghoon had high expectations about the feedback and revision approach he knew he would encounter in this class and valued feedback on logic, content, and organization over grammar and mechanics. His views of a caring teacher in an English writing class were strictly based on an intellectual level. That is, a caring teacher should have a great deal of knowledge about teaching English writing, provide precise written comments to the students' writing, and help them achieve their goals.

I like this class because if I write, the teacher provides written comments on my draft. I then revise my paper based on my teacher's written feedback. I think I can learn English writing better from this method and am excited about this approach...I think I can study grammar and mechanics on my own... For me, good feedback tells me how good or bad the logic, content, or organization is in my writing...I think a caring teacher knows a lot about what he or she is doing and helps students achieve their goals. I like my teacher because she pushes us hard, but it also motivates me to write and revise my paper. (Donghoon, 06/27/06, the first interview)

Trust in Each Other Prior to the Individual Conference

Before the individual conference, the writing class consisted of lectures on English writing, writing exercises, or group work. In general, Donghoon was quiet, rarely participating in class discussions unless being called on by the professor, but seemed to be attentive to the class activities. In the first interview conducted during the second week of the semester, although he demonstrated some signs that he did not understand parts of his teacher's instruction and written comments on his drafts and although he consistently received the lowest grades on his writing, he still showed a high degree of trust in his teacher, her instruction, and her written comments on his drafts.

Researcher: Do you like your teacher's written comments on your writing?

Donghoon: Yes, I think she is a reasonable person in terms of making written comments and giving me grades...I feel that writing seems very different from solving math or physics problems. In math, I get a clear answer if I follow the logical step. In English writing, it does not work in this way due to my lack of English ability. It is hard to write clearly what I think in English because I don't have enough grammatical knowledge and intuition about English. I tend to repeat the same expressions over and over.

Researcher: How do you feel about your grade?

Donghoon: I think she gave me a reasonable grade. That shows my ability to write in English right now. I don't feel very confident in writing in English.

Researcher: How much of your teacher's written comments on your

drafts did you understand?

Donghoon: Maybe, most of them.

Researcher: Do you trust your teacher?

Donghoon: Of course.

Researcher: What do you trust in her?

Donghoon: Well, she teaches English writing very well and seems to know a lot about teaching English writing. She reads my writing precisely and provides good comments on my drafts. I trust my teacher's written comments on my draft. I read them carefully when I revise my draft, but sometimes I don't use them effectively because of my English problems. I appreciated her efforts to make such comments. (Donghoon, 06/27/06, the first interview)

After commenting on Donghoon's first and second assignments, the teacher stated that he had difficulty in this course due to his lack of English proficiency, writing ability, and extensive knowledge. She stated, *"It is not only because of his lack of English fluency and extensive knowledge, but he does not seem to know how to generate ideas and organize them. His writing does not have a focus."* However, the teacher showed some degree of trust in him. *"There are always a few students like Donghoon in class who have difficulty following the course. They don't know how to write in English. But I don't worry about them too much because their writing eventually improves over time."* As demonstrated in Figures 4.11 and 4.12 in Chapter 4, as a token of her care for Donghoon, the teacher made at least twice as many written comments on his drafts as on other students' ones, sometimes in Korean, throughout the semester.

Trust in Each Other Post-Individual Conference

After the individual conference, the students revised their first three drafts based on the oral and written comments and resubmitted them. In the second interview, although Donghoon began expressing his frustration with the nature of his teacher's

written comments and the number of written comments on his drafts, he was very much motivated to improve his English writing and took his teacher's efforts as appreciation and care. In particular, he perceived the individual conference as very helpful to revise his drafts and appreciated his teacher's efforts for holding such as meeting. In all, the degree of trust in his teacher was relatively high.

Based only on my teacher's written comments, I felt it was difficult to revise my draft because they did not tell me specifically where my writing was wrong. For example, she told me that my "basic grammar" was not good, but what is basic grammar for me?...When I did not understand my teacher's written comments, I deleted the problematic parts or changed them to simple sentences...In particular, writing the description paragraph was the most difficult for me...In revision, I focused on making grammatically correct sentences because my teacher told me that my sentences were too confusing. So, I made most sentences into simple ones...Just before the individual conference, I received the third draft commented on by my teacher. I was shocked to see the number of underlines and comments on my draft. I almost lost myself...Without the individual conference and only with the written comments, I would not have been able to understand my teacher's written comments on my drafts. The individual conference was very helpful for me to understand how to write and revise my papers. I really appreciate her efforts to do this for us and would like to have more individual conferences. (Donghoon, 07/14/06, the second interview)

As seen in Figure 5.7, the teacher kept making many written comments by underlining and indicating the areas in which problems lay. However, just as Donghoon's writing lacked a focus, I noticed that some of her written comments on his drafts, such as "*awkward, confusing, incorrect, or ineffective,*" were not so specific either, which made it difficult for him to revise his drafts effectively. After providing comments to the first draft of his third writing, she began expressing her frustration saying, "*It is difficult to read through Donghoon's draft. I don't know where to start.*"

During the conference, the teacher gave Donghoon detailed explanations about the problematic parts in his drafts in Korean.

Dr. Kim: Look at this [pointing to “faulty connection” in Figure 5. 2], which one is the subject of “being”?

Donghoon: prisoners

Dr.Kim: Okay, in this structure, family seems the subject of being. But it is not. As you said, the persons who are confined are prisoners. Then, what if you begin the sentence with “confining sexual criminals in their family” or “allowing them to stay at home with their family?” their family...(Dr.Kim-Donghoon, 07/06/06, the individual conference)

However, at the same time, she began to wonder if Donghoon would ever be able to revise his draft well. During a break in the individual conference, she expressed her concerns about him in a very uncertain way, “*I am not sure how much of my explanations he understood.*” Even if he received oral and written comments from his teacher, as seen in Figures 5.5 and 5.6, he did not revise his draft effectively. In response, the teacher provided the full example sentence for his draft.

Figure 5. 5. Donghoon's First Draft of Third Writing

bars. There is a family in home. Being in confinement, ^{family connecting} family can alleviate to prisoner feels countable that not to be isolated. (in sentenced time, living home means) that criminals can keep up ^{on v.t. + B. and (obj. object)} their

Figure 5. 6. Donghoon's Second Draft of Third Writing

behind bars. A family is in home. Prisoners being in confinement, family can
alleviate prisoner not to have isolated feeling. Moreover, criminals can keep up

Handwritten notes in Korean: "가족이 집에 있음" (Family is at home) above "A family is in home." and "2p (When) the criminals are allowed to stay at their house, their family" above "Prisoners being in confinement, family can".

Trust in Each Other at the End

In the last interview conducted at the end of the semester, Donghoon was utterly frustrated. As seen in the middle part of his drafts in Figure 5.7, when his teacher made comments that his writing was “too confusing and ineffective,” he, out of obligation and reciprocity as a student, tried to fix the parts. However, due to his insufficient English proficiency and writing ability, all he could do was either to delete the problematic parts or alter them into short sentences. In response to his deletions or alterations, as shown in Figure 5.8, the teacher gave him a very low grade, along with the following written comment, “the sentences are too short, awkward, and incorrect.”

Despite his efforts to improve his drafts, because he received low grades with almost the same amount of written feedback on his first and second drafts without much encouragement, Donghoon began to perceive himself as helpless. At the same time, he did not seem to perceive his teacher as a caring person anymore, doubting the whole course, her instruction, and even her role as a comment provider.

I spent so much time and effort revising my papers. It took me a day at least to revise one draft. Because she wrote that my paper was “confusing, incorrect, and awkward,” I changed the problematic sentences to simple ones to get to the point. Now, she is telling me that my sentences are too short, awkward, and incorrect. In addition, even with all this effort, I

received almost the same grade with the same amount of feedback on my second drafts. I feel so depressed...I don't know what to do. I wish I could see my teacher after I receive my final grade to talk about this, but I am not sure if she has time for that...I don't know...I myself feel that my second draft improves from the first one. But the teacher still gave me this amount of feedback. I don't know what to do with this... I wish we could have more lectures on writing... The class was so intensive and fast that I don't know what I have learned from this class at this point. (Donghoon, 07/31/06, the third interview)

Out of obligation, the teacher responded to Donghoon's drafts very faithfully although her comments did not provide clear directions for him at times. Despite her efforts to help him improve his writing ability, when he revised his drafts in a limited way with many spelling and grammatical mistakes and an unclear focus throughout the semester, the teacher began to feel frustrated with him. For example, even if she made detailed written and oral comments about "faulty connection" in each draft, he revised the parts unsuccessfully. Reading his revised draft, the teacher expressed her frustration as, *"Donghoo repeats the same mistakes even if I give him oral and written comments on his draft."* At the end of the semester, both the teacher and the student did not seem to remain in a caring relation any longer due to their lack of trust in each other. Just as Donghoon felt frustrated with learning to write in English, the teacher seemed to feel her limitation in helping learn to write by making comments on his draft.

Figure 5.7. Donghoon's First Draft of the Second Assignment

Cappadocia, the ^{cap}fantastic sightseeing place.

Capaadocia~~x~~ in Turkey~~x~~ is the most impressive place I have been^{awkward}. In my first impression, I feel like wandering other planet, not Earth. Cappadocia denotes not the special place, but^{by i.} large region^{consisted} several small towns. So instead of depict all places in Cappadocia, unfortunately, I descript one special place called "Goreme". In Goreme, there is a cavern monastery made by monks^{spell it.} in 4^{too early to say before you describe the shape} century. Because of its shape, many travellers don't hesitate to say that it is the most fantastic sightseeing place. When you glance at the monastery's outside, you may think^{awk.} the cheese with many holes. There is a^{confusing ineffective} mountain, not big, and are many small holes, almost rectangle with 1.5 or 2 meters height. In the small holes, there^{too many "there is/are"} are too many paths. Some holes are connected with other holes, the other holes are not, there^{are} are just small rooms. A monastery may make these small rooms to pray without other's^{SP. 2} bothering. In these small rooms, we can see the fresco, depicting the Jesus. There is no other special decoration^{pl.}. But only with a fresco, we are overwhelmed and become holy. Seeing the monastery's outside with^{w.w.} sunset, we ~~may~~ can agree why the movie 'Star Wars''s film producers choose this place to depict the alien planet 'Tatooine'.

generally the verb tense should be the past.

Figure 5.8. Donghoon's Second Draft of the Second Assignment

^{too broad}
Cappadocia, the Fantastic Sightseeing Place.

Cappadocia in Turkey is the most impressive place ~~among~~ I have been ^{been to} gone.

When you see it ^{at once?} ~~at once~~, you feel like wandering ^{another} ~~other~~ planet, not Earth.

^{unnecessary explanation.}
^{too long} Unfortunately, Cappadocia denotes not the special place but one whole large city. I can't depict all site of the Cappadocia. So I ^{describe} ~~descript~~ one most special place called

^{the most bizarre building in the strange city is Goreme} "Goreme". Goreme is popular for ~~a~~ ^a cavern monastery ^{built} ~~which is made~~ by monks in fourth century. When you glance at the outside of the monastery, you may recall the

^{2000년 (Goreme) 성곽의 건물(12) 중 5개는 석굴로, 석굴 안에는 성모님, 아기 예수님, 성도들의 모습이 새겨져 있다.} cheese with many holes. Many small holes, almost rectangle with 1.5 or 2 meters height are pierced on the whole mountain. They look like gates, and used for gates. Inside the mountain, it is more complex. Some holes are connected with

other holes. Think an ant tunnel. But some other holes are not, they are just small rooms. Monasteries constructed these isolated tiny rooms. They prayed in there. In

these small rooms, we can see the fresco, depicting the Jesus. But you should not expect ~~any~~ other decorations. But only ^{holy} ~~seeing~~ ^{the fresco is enough to overwhelm us} fresco, we are overwhelmed and

~~become~~ holy. Seeing the monastery's outside ~~when~~ ^{exterior of the monastery in} sunset, we can ^{understand} ~~agree~~ why film producers of the movie 'Star Wars' chose this place to depict the alien planet

²⁰⁰¹ 'Tatooine'.

The sentences are too short, awkward, incorrect

Jongmin

I chose Jongmin as one of the focal students because he had learned English under special circumstances, which seemed to play a negative role in developing a trusting relationship with his teacher and in responding to his teacher's instruction and feedback throughout the semester. In response, the teacher was unable to build much trust in him, and as a result, only tried to help him out of obligation. The teacher's distrust in him seemed to derive partly from the stories she had heard from her colleagues who had taught him English writing the previous year and her perceptions of Jongmin's attitudes toward the class discussions and her written comments on his drafts. This mistrust in him seemed to have led her to feel uncomfortable making written comments on his drafts.

Jongmin's Background

Jongmin, a 20-year old male student, was the youngest student in the class and was a sophomore majoring in Social Science. Because of his father's work, Jongmin had lived in Canada for six years from the time he was six, where he completed his elementary school. Then, his father had worked in Australia for three years, where he finished his junior high school. He had also attended a U.S. high school for a year before returning to Korea to finish high school. Because of these exceptional circumstances living in foreign countries, he was accepted to this university as a special case.

While living abroad, although his parents encouraged him to speak Korean at home, he preferred to speak in English, especially in his elementary school years. Though fluent in both Korean and English, he generally felt more comfortable in speaking and

writing in English than in Korean, which led him to take many English courses beyond his requirements for the liberal arts course. He described his English and Korean ability as, *“I usually speak in Korean at home but I switch to English for a specific expression. English is a very colorful language...If my professor gives me a writing assignment, I would not take risk writing it in Korean.”*

When asked to evaluate his English ability, especially his writing ability, he demonstrated his competence in his English ability in general.

In foreign schools, I wrote many essays and received good scores from the teachers there... Compared to Korean college students, I can say that my English writing ability is excellent...I have taken several English courses at this university, such as English writing and English novels, and most professors praised my English writing, which made me feel confident in writing in English. (Jongmin, 06/27/06, the first interview)

Initial Perceptions and Expectations of Each Other and the Course

Jongmin's primary reason for taking this course was because it was offered as a summer course, one that could be completed within a short period of time. Additionally, he wanted to check his English writing ability because he wanted to take a job as a journalist.

Although he commented in the interview that Dr. Kim's syllabus was well organized and that she seemed to be passionate in teaching English writing, he did not seem to have much trust in his teacher, which might have been constructed from his memories of past encounters with Korean teachers in general, and, accordingly, did not begin this course with high expectations.

Well, this is not exactly the course I want to take, but when I read her syllabus on the website, I found that her course is well organized and that

she seems to be passionate in teaching English writing. Particularly, I can learn a lot of things within a short period of time...I think expression is the most important aspect of writing and I expect my teacher to make comments on this area. In terms of teaching English writing, I think there is some difference between teachers who have a high school education in an English-speaking country and those who have learned English in Korea and only have a master's degree in an English-speaking country. She seems to focus on the format, not expression. She is a little wordy and does not seem to know colloquial expressions being used in English-speaking countries. That's because she has learned English in Korea...As I said, when I write, I tend to focus on expression, forgetting the format...For example, quotation. I have to be aware of it. Frankly speaking, even though I don't quote properly, it has never been pointed out by any Korean professors. Now, I become unaware of it. Sometimes, my sister warns me about this...I know. I plan to go study abroad for my master's degree. If I carry on with this habit, I will be in trouble. (Jongmin, 06/27/06, the first interview)

When asked about his views on a caring teacher in the feedback and revision practice, he stated that a teacher should be able to provide feedback that could point to students' expectations.

I have been teaching English writing to Korean students at a private institute. Some students focus on format and others focus on expression. If the student thinks of the teacher's feedback as helpful, he or she will use it. Otherwise, the student won't. I think feedback is relative... Likewise, some teachers like format and others like expression. What we[students] have to do is to know what they [teachers] like and follow their style...The teacher should be able to make comments that can point to the students' expectations. (Jongmin, 06/27/06, the first interview)

Just as Jongmin did not seem to have much trust in his teacher, the teacher had difficulty building trust in him, partly because of her biased view of Jongmin based on what she had heard from past encounters with her colleagues who had taught him before and/or her perceptions of his attitudes toward her comments on his drafts and her instruction.

But I don't know to what extent he acknowledges my authority as a teacher, I am not sure of this, maybe 50% to 60 %. He seems to follow

some of my instruction. For example, when I made comments on his draft that he needed to write thesis statement and topic sentence in the introduction or conclusion, he included it in each paragraph and seemed to accept my feedback. However, I don't know, I don't know how much he considers my comments as helpful to revising his draft... Maybe it is not because it is me, particularly, but the fact that he does not have trust in Korean-speaking English teachers in general. I heard a story about Jongmin from one of my colleagues who taught him English writing last year. When she made written comments on his draft, he went to a native-English speaking teacher and asked if his writing deserved such comments. The native-English speaker told him that his writing was all right. Jongmin then went back to my colleague and argued that that he could not accept her written comments...My colleague and I obtained our doctoral degrees in the same program from the same university and we both have learned English in a similar situation...As a matter of fact, Jongmin speaks well, but has to work on his writing. (Dr.Kim, 07/18/06, the second interview)

Trust in Each Other Prior to the Individual Conference

Prior to the individual conference, both Dr. Kim and Jongmin had not built trust in each other, partly because of their memories of past encounters constructed from different channels and partly because of their perceptions of each other throughout interactions from inside and outside the class.

Although Jongmin was one of the most active participants in class discussions, as his teacher commented, his active participation was not perceived always by her and the other students as contributions, but occasionally scared off some students from talking, partly due to his excellent English accent. Minho commented, *"I should have talked more in class. In fact, whenever I heard Jongmin's accent, I lost my confidence to talk in class."* In addition, during the individual conference, even though the teacher advised him to speak clearly and loudly in class, he spoke so fast that there was often silence immediately after he had spoken. Moreover, Dr. Kim had to regulate his talk at times to

give an opportunity to other students by saying, “Is there anyone who wants to answer this question other than Jongmin?”

To Jongmin, the class could be very boring in many ways; most critically, the course was not designed for students like him who had learned English in an English-speaking country for a long period of time, but it was meant for students who had been learning English in Korea and who had not taken English academic writing courses extensively. Thus, the teacher had to teach the basic elements of academic English writing, such as format, punctuation, or basic elements of a paragraph, which did not stimulate him intellectually. Although the teacher encouraged everyone to talk in class, students were not actively engaged in class discussions except for a few students. Even though some students talked, they could not articulate their opinions due to their limited English proficiency.

While other students were struggling to write and revise their first two writing assignments, Jongmin seemed to be able to write and revise these two assignments without any difficulty. On the second writing assignment, when he disagreed with his teacher’s feedback on his draft, he did not change it because he was sure of his English expression.

Although she commented that this underlined part [Being the tiny-hell-raiser, I made sure the monsters worked for every minute of their \$ 2. 99 per hour earnings with my frantic kicking and screaming.] was “not clear enough,” I did not change it because I know that expression may sound unclear to my teacher, but is widely used in an English-speaking country. (Jongmin, 06/27/06, the first interview)

Trust in Each Other Post-Individual Conference

After the individual conference, Jongmin's trust in his teacher and his teacher's written comments seemed to increase because of her ability to make precise written and oral comments on the mistakes he had made on his third assignment, in which he had not put much time and effort and had expected the teacher to overlook. As a result, as seen in Figures 5.9 and 5.10, he received many interlinear, marginal, and end comments on his draft along with a low grade, with which Jongmin mostly agreed.

I think my teacher read my drafts precisely and gave me reasonable comments on my drafts. I wrote the first argumentative essay in a hurry and turned it in without checking it again. As my teacher pointed out, my writing does not have coherence and the structure is very loose...I regretted what I had done after receiving the feedback and the grade...I think she gave me a very generous grade. I really appreciate that. (Jongmin, 07/18/06, the second interview)

During the individual conference, the teacher gave him very encouraging and helpful feedback, which seemed to be perceived by Jongmin with appreciation.

Dr.Kim: I think, Jongmin, you are doing well and will do well...This introduction is very good...You tend to use colloquial expressions in writing... Just as your sister told you, it is better to use academic language in academic writing. If I say more correctly, it's safer to use academic words and tone...See here, you made so many question sentences. In a speech, it is okay when you want to emphasize, but in a written form, it's better to write declarative sentences than question sentences.

Jongmin: I understand...The proportion?

Dr.Kim: Right. It does not necessarily have to be the same proportion in each paragraph, but it looks good if you have balance in each paragraph, especially within a five-paragraph essay. See, this paragraph has only four sentences and this has more than 10 sentences.

Jongmin: I totally agree with you.

Dr.Kim: In conclusion, it is not a good idea to draw in a new idea except in special cases.

Jongmin: I see, thank you so much. I really appreciate your comments. (Dr.Kim-Jongmin, 07/04/06, the individual conference)

Figure 5.9. Jongmin's First Draft of the Third Assignment (page 1)

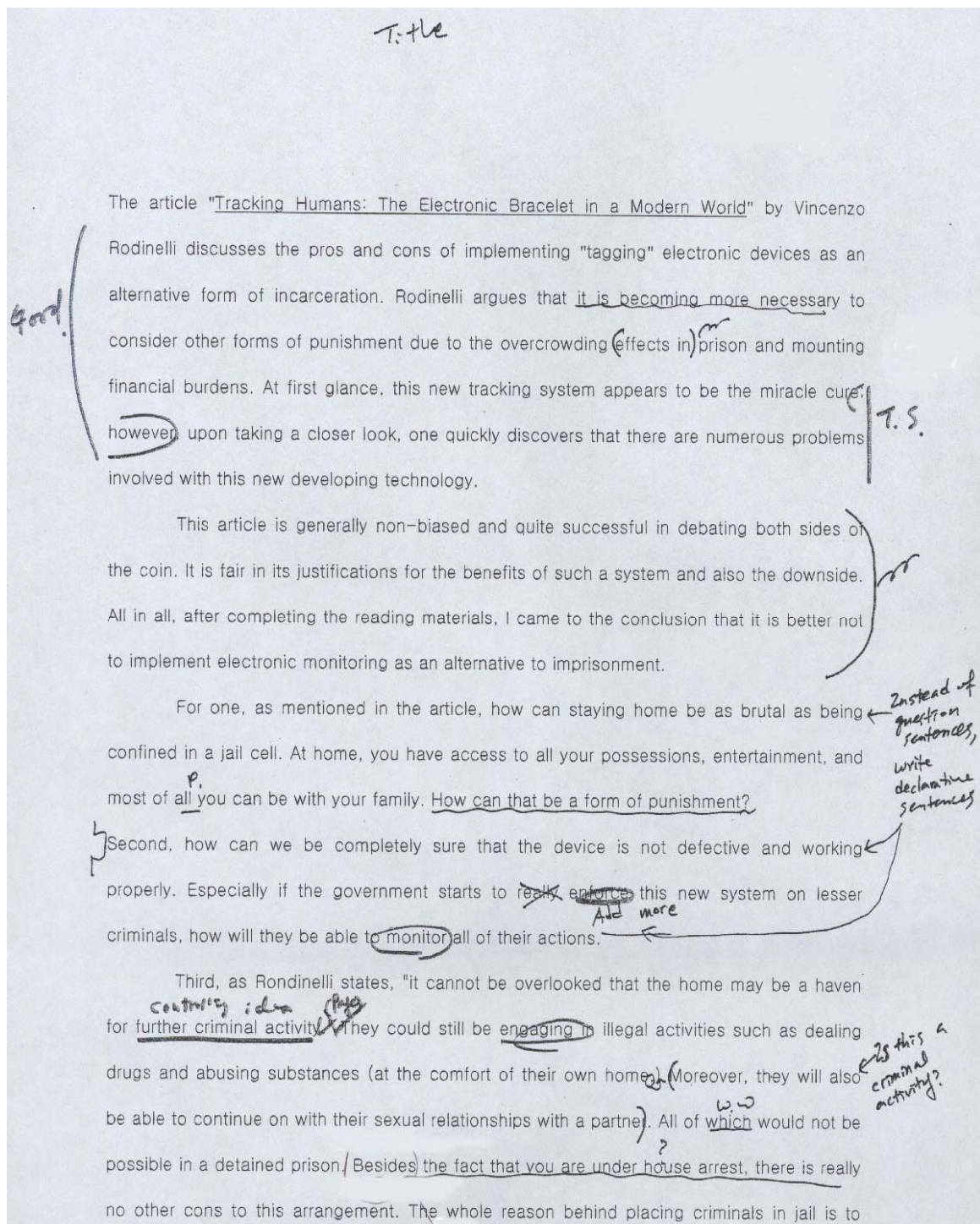


Figure 5.10. Jongmin's First Draft of the Third Assignment (page 2)

teach them discipline and to make them face the dire consequences of their misbehavior. No matter how severe the crime big or small, it is crucial to punish them in a harsh manner. It is also mentioned in the article that in Britain, they have found that the use of "tagging" electronically monitoring has led to increased likelihood of re-offences and violation of their bail. In the United States, the outcomes are not anymore positive than the British results. According to the article, "research suggests that electronic monitoring in the United States has not reduced prison overcrowding at this time. This seems clear from the fact that prison population continues to increase by approximately 1,000 per week." (Rondinelli) Therefore, the system proved to be quite unsuccessful.

The electronic monitoring system not only raises questions about its effectiveness, but also the controversy over who gets "tagged" and who gets imprisonment. In order to make the right decision, one must examine all of the following: the severity of the crime, the person's desire to put their life back together, and their willingness to face the repercussions. However, how can one accurately "measure" such values.

Personally, I believe nothing measures up to the simple old lock-up scheme. The costs may be high, nevertheless, in the long run this system will prove most effective and result in reduced costs. As for the overcrowding situation, the quickest remedy for such a problem is to simply change the law to enforce much harsher, perhaps even unreasonable consequences for every misdemeanor after the initial felony. Overall, the debate over the implementation of electronic tracking devices as an alternative to imprisonment is still a hot topic. There is still so much more development necessary, both in terms of the technology itself and the current law in relation to this new system.

too many different ideas in one paragraph

unparaphrased

unclear person's

P. Write a declarative sentence

not clear enough

not clear enough, wordy

not clear enough

not that relevant nor interesting

generally good sentences.

These statements

paragraph unity and coherence

logical sequence

Bibliography

Interestingly, after the individual conference, while Jongmin seemed to take his teacher's comments more positively, he began complaining about the teaching assistant's oral feedback on his presentation.

Based on my teacher's oral and written comments, I deleted some parts and combined this paragraph with this one. I feel that I successfully revised my draft. I feel much better about it now. My writing becomes much more comfortable to read...I shouldn't have made such stupid paragraphs...What I like about my teacher's feedback is that she never tries to control my writing, but gives me a better suggestion...I was very upset with the teaching assistant because she forced me to change my expression. If I didn't know English well, I might accept her opinions. Frankly speaking, I did not want to change any parts, but I changed them based on her [teaching assistant] feedback. But I did not like it at all because it was not my writing any more after the revision. She toned down my writing completely. (Jongmin, 07/18/06, the second interview)

After the individual conference, there were no more lectures on writing, only presentations by the students. The first team of presenters, made up of Jongmin and Sumi, had the topic of *The Death Penalty*. The presentation was mostly led by Jongmin who basically read the summary very fast without much pause with excellently accented English. Only a few students seemed to understand how to take this presentation and asked some questions. The rest of the students did not respond to it at all. The teacher did not seem to have predicted such a moment beforehand and seemed even not to know what to do for a short while. When interviewed later, she expressed frustration with his presentation and discussions, "He should have done a better job."

After his presentation, during the break, Jongmin talked to his teacher about the teaching assistant's feedback on his presentation. In response, the teacher expressed her feelings about him as, "*Now, he is complaining about the teaching assistant's feedback on his presentation. I don't know how I should take this.*"

Trust in Each Other in the End

Jongmin's trust in his teacher seemed to diminish after he received many comments on his second draft of the third assignment with low grades (See Figure 5.11, 5.12, and 5.13 below). In the fourth assignment, he did not produce a good argumentative essay either and received the similar amount of written comments in his draft. In the last interview, he stated:

On the first two writing assignments, I only revised a few parts she commented on and received full grades. For this one [the third assignment], because I knew that my essay had many problems, I changed the whole structure by brainstorming and mind mapping. Then, I received a low grade...I know my writing is not perfect yet, but I expected a better grade...I thought that I should not change the whole structure...From now on, I have to change the parts she points out. For these assignments [the fourth and fifth assignments], I only changed the parts she commented on. (Jongmin, 07/27/06, the third interview)

When I asked Jongmin if he viewed this course to be an easy task due to his confidence in English, he gave the following comments.

I have thought that compared to other Korean students, my English was excellent. For the first and second writing assignments, I could see big differences in grammar and expression between my writing and theirs [his classmates]. However, from the fourth assignment, I could not see any difference between my writing and theirs. In particular, the last presenters [Sangho, Joonki, Changsoo, and Minkyung] did a wonderful presentation. Their presentation was very impressive and their writing was exceptional and has made huge progress. (Jongmin, 07/27/06, the third interview)

Figure 5.11. Jongmin's Second Draft of the Third Assignment (page 1)

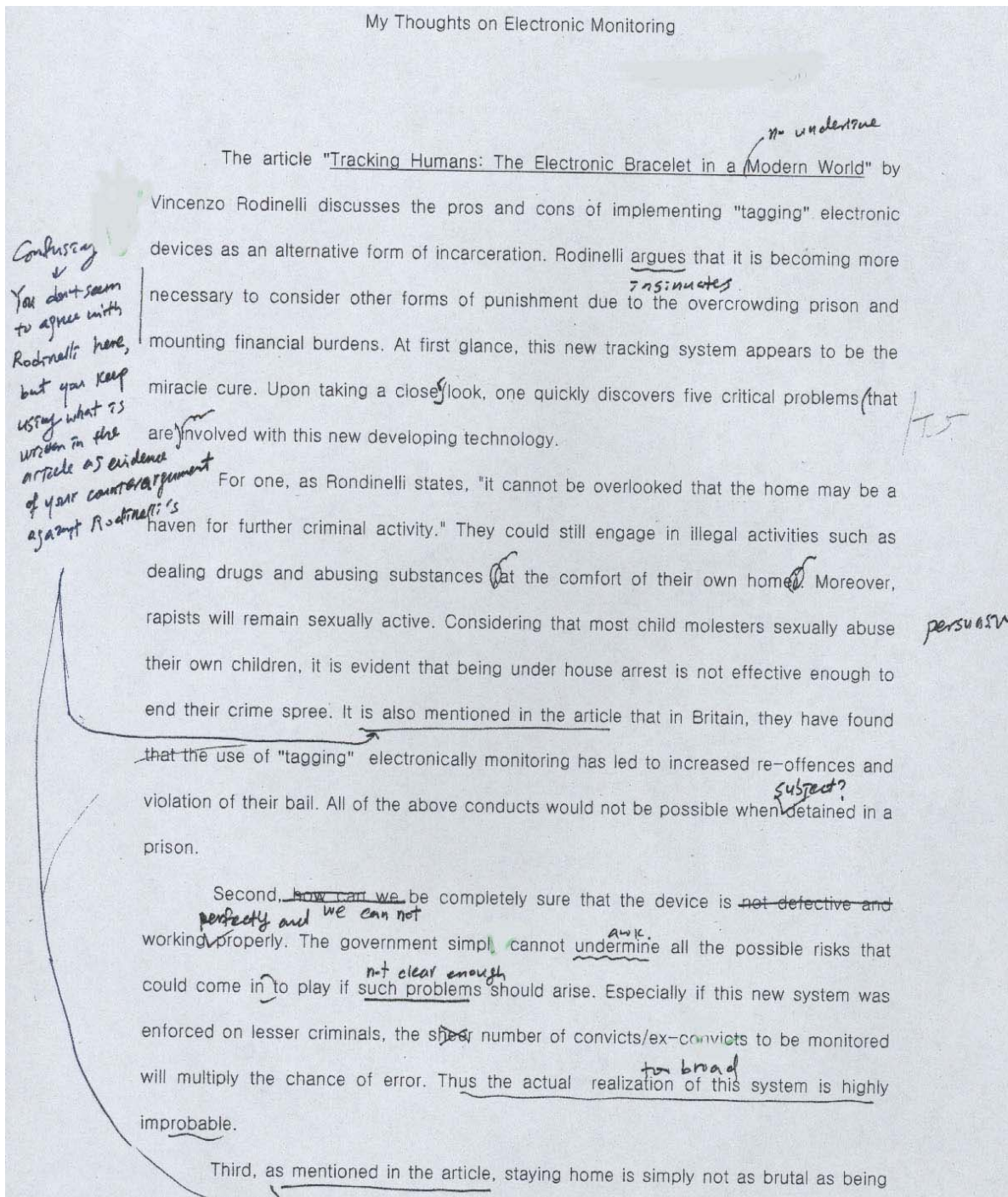


Figure 5.12. Jongmin's Second Draft of the Third Assignment (page 2)

confined in a jail cell. At home, you have access to all your possessions, entertainment, and most of all, you can be with your family. This is simply not an adequate form of punishment. The whole ^(: idea of) intention on placing criminals behind bars is to teach them discipline and to make them face the dire consequences of their misbehavior. Forced captivity in a regulated environment is part of the ^{awk/w.w.} repercussion that follows committing a crime.

^{should be the price of} Fourth, ^{adequacy} the electronic monitoring system ^{not only} raises questions about its effectiveness as a punishment, but also ^{raises questions} over who gets "tagged" and who ^{awk.} receive imprisonment. In order to make the right decision, one must examine all the following: the severity of the crime, the ^{inconsistent} felon's desire to repent, and ^{the intensity of the felon's repentance} their willingness to face the repercussions. However, the task of accurately measuring such factors is too relative to be systemized. The severity of the crime is ^{un} doubtedly a contributing factor when it comes to punishing criminals. Nevertheless, it is obvious that when police officers came up with the saying "Don't do the crime if you can't do the time", they didn't mean being held under house arrest. } ?

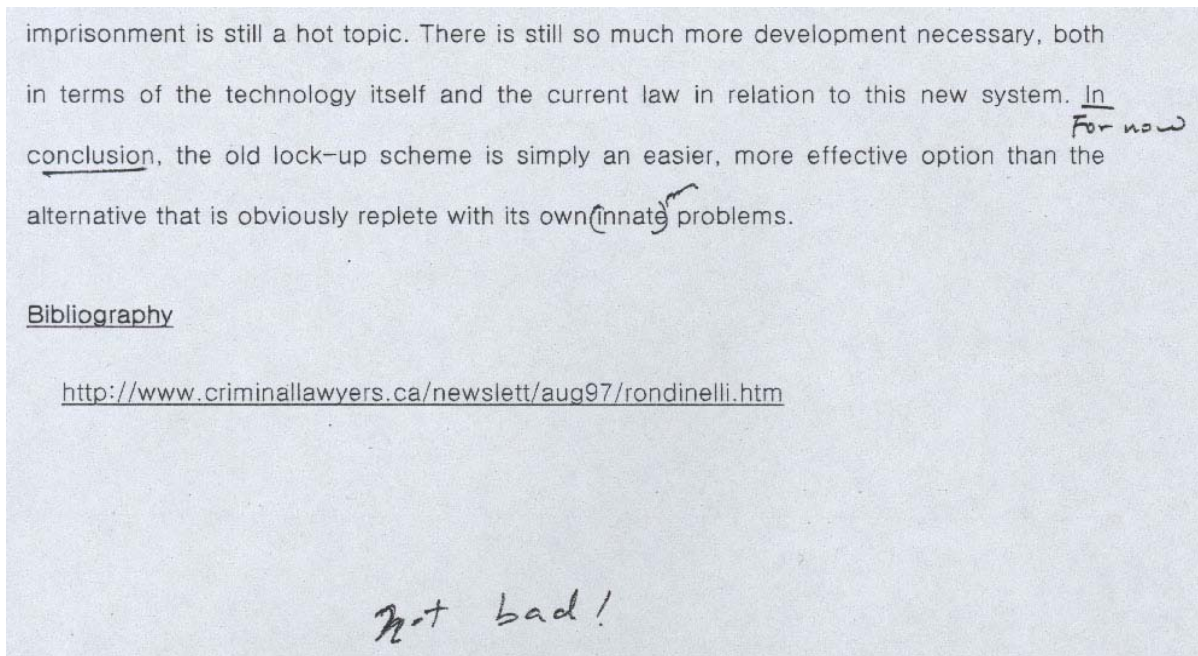
The fifth problem is not a moral dilemma, but an impartial evaluation of the [?] effectiveness electronic monitoring has had in ^{reducing prison overpopulation}. A test in [?] which electronic monitoring failed miserably. According to the article, "research suggests that electronic monitoring in the United States has not reduced prison overcrowding at this time. This seems clear from the fact that prison population continues to increase by approximately 1,000 per week."

To sum up, electronic monitoring is a system which cannot effectively stop the criminals from committing more felonies. It also has potential risks of malfunctioning during the stages of execution. It fails to perform the task of punishment as well as imprisonment does. It lacks the concrete guideline ^(that is) required in selecting potential applicants. Finally, it fails to reduce prison overpopulation even by a margin. Overall, the ^{debate over the issue of} implementation of electronic tracking devices as an alternative to

*the quote is too long
your words are too few.*

awkward, monotonous

Figure 5. 13. Jongmin's Second Draft of the Third Assignment (page 3)



As I stated previously, although the teacher generally made much fewer written comments on the students' second drafts than on the first, as seen in Figures 5. 9, 5.10, 5. 11, 5.12, and 5.13, she made almost the same number of written comments to Jongmin's first and second drafts of the third writing assignment. She seemed to do this partly out of obligation and partly out of reciprocity to Jongmin. In other words, she had to point out the parts in his writing that were lacking out of obligation as a teacher, and, at the same time, she tried to tell him that she was a specialist in terms of teaching writing in English.

Objectively speaking, Jongmin may speak English well, but he is not a good English writer. He seems to try hard to improve his English writing by using my comments, but I am not sure if he trusts me. (Dr. Kim, 07/31/06, the third interview)

Taken as a whole, throughout the semester, Jongmin and his teacher did not seem to enter into a caring encounter due to their lack of trust in each other, which seemed constantly to affect the feedback and revision processes.

Sumi

The foremost reason for selecting Sumi as one of the focal students was because of her unusual schooling experiences. In addition, although she stated that she had a strong trust in her teacher and her teacher's comments on her drafts, over the course of the semester, she showed a somewhat passive attitude toward using her teacher's feedback in revising her drafts, rarely transforming her papers effectively. Consequently, the teacher gave her low grades on her writings, which caused some degree of frustration for her because she thought she had read her teacher's comments carefully and revised her drafts based on the comments. On the part of the teacher, she did not seem to have trust in her from the beginning of the semester because of the stories she had heard from her colleagues about Sumi, and her lack of passion and motivation to use feedback in revision to improve her drafts.

Sumi's Background

Sumi was a senior student in her late 20s majoring in Pharmacy. She had had somewhat different school experiences from other students in this study. She had obtained two college degrees from other universities before being admitted to this university: one degree from a Canadian university in a French-speaking area and the other from a Korean university in Social Science. While studying at the Canadian

university to get her college degree for three years, she used English at school but did not have many opportunities to speak in English outside the school. She was the only student in this study who had not taken a freshman Korean writing course yet. She evaluated her Korean and English writing ability as fair. When asked to define her views on a caring teacher in an English writing class, she illustrated that a caring teacher should know how to teach English writing well and provide good comments on students' writing. She added that due to the differences in learning a first and second language, the teacher should help students develop ideas and organize them logically as well as increase their vocabulary knowledge and improve their grammar. She was one of the students who believed that all feedback from her teacher was helpful.

Initial Perceptions and Expectations of Each Other and the Course

Sumi chose to take this course because she wanted to graduate, to improve her English writing skills, and to save time for her pharmacy examination in the following semester. In the initial interview, when asked how she felt about her teacher's comments on her drafts, she stated:

I think my grade is not so good. I wish I had a better grade. However, this grade is only half of the whole grade, and if I revise my draft well, I will get the other half... I think the teacher is very precise at giving comments on the drafts. She knows where the problems lie and makes comments on those parts. I need to be careful in choosing words because she pointed out that I tend to repeat the same word...I like my teacher because she seems to know how to teach English well. Especially, she organizes class activities so effectively. For me, this is what a caring teacher should do. (Sumi, 06/23/06, the first interview)

As demonstrated above, Sumi seemed to have an invested interest and trust in the course and the teacher, especially in terms of her ability to organize class activities, teach

English writing, and make written comments on her drafts.

The teacher, by contrast, seemed to find it difficult to establish high expectations of and trust in her from the beginning of the semester because of the stories that she had heard from her colleagues. After a few classes, she once made comments about Sumi, *“According to my colleagues, Sumi is well-known for her behaviors in class: she rarely pays attention to the lecture, sometimes looking at herself in a mirror.”*

Trust in Each Other Prior to the Individual Conference

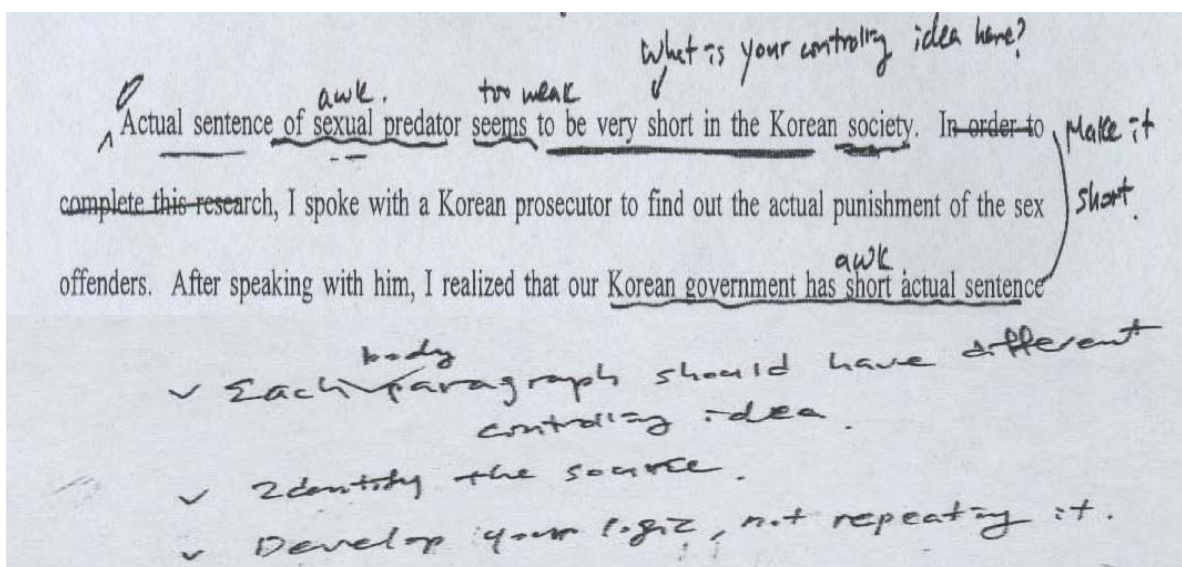
Contrary to the teacher’s concerns, my observations revealed that, always sitting between Changsoo and Sunwoo, Sumi was attentive to lectures, class activities, and discussions, although she was not an active participant. Meanwhile, Sumi’s frustration seemed to arise over the low grades on her drafts. Sumi received the second-lowest grades on her drafts throughout the semester. Whenever her drafts were returned, I noted that she was not satisfied with her grades: *“I expected to get a better grade...I read my teacher’s comments on my drafts with care and revised my papers...Hopefully, I would get better grades for the second drafts.”*

Moreover, even though Sumi stated that she had a high level of trust in her teacher, she felt frustrated with the written comments at times when she did not clearly understand her teacher’s intention, which seemed to prevent her from entering into a caring encounter. On her second interview, she described her frustration with her teacher’s comments on her drafts as follows:

I think she is a good teacher in organizing class activities, teaching English writing, and making comments on my drafts... However, what I still don’t understand is that she made comments on the first draft of my

second writing to specify whether the woman in my writing is a black doctor... But in a description paragraph, as long as my reader understands what I am talking about, my description of the black doctor as a person who has black eyes is all right... Because my teacher indicated that I have to make it clearer, I changed the parts, but I am not sure if I have to change the parts. (Sumi, 07/14/06, the second interview)

Figure 5. 14. Sumi's First Draft of the Third Assignment



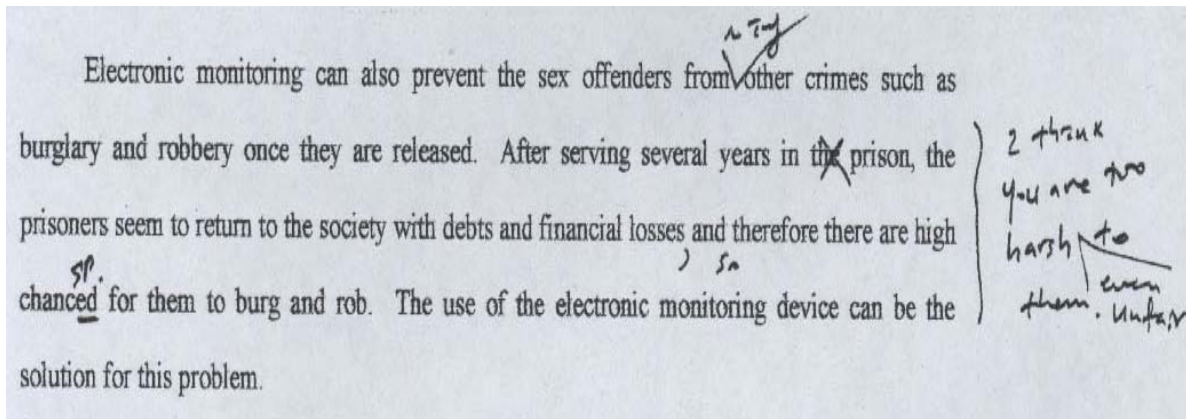
On the part of the teacher, Sumi was perceived as a student who did not closely follow her instruction, especially in terms of stating a clear controlling idea or following appropriate format rules in English writing. For example, even after having emphasized the importance of stating a thesis statement, topic sentence, and controlling idea in class, as shown in Figure 5.14, Sumi did not clearly understand how to comply. Therefore, the teacher made comments on this issue in each paragraph as well as at the end of the paper in all her drafts. The teacher then explained to Sumi about this matter in great detail during the individual conference.

Let's take a look at the essay first. Your writing is not bad, grammar is all right...But, it does not have a clear controlling idea in each draft. So, your writing is not clear. When you make the structure, think about the exercises we did in class; thesis statement, topic sentence, and controlling idea. A thesis statement is stated here, but it does not have a clear controlling idea in the topic sentence. It is not clearly stated. Look here [pointing at one paragraph]. If we look at this part, you want to say that the length of imprisonment for sex criminals is too short in Korea. I think your writing does have a controlling idea, but it is not clearly stated. You need to more specifically state what is the relationship between the punishment for sex criminals and the length of imprisonment for them...See, this paragraph does not have a controlling idea either...Try to make it clear when you start to write. It makes your writing stronger. I will check this first on your second draft because this is the most important part you should know at this point. (Dr. Kim-Sumi, 07/06/06, the individual conference)

Trust in Each Other Post-Individual Conference

Even if Sumi stated that her teacher was excellent at teaching English writing, she began complaining about some of her teacher's written comments and grades on her drafts. For example, when asked how she felt about the following comment on the second draft of her third assignment (See Figure 5.15), *"I think you are too harsh and even unfair to them,"* she commented, *"Isn't it different between me and my teacher? I think this is her thinking about this issue [electronic monitoring], but I have my own idea as well."* Additionally, she expressed her frustration with her grades as, *"I am not happy with my grades, but what can I do but accept these?"*

Figure 5.15. Sumi's Second Draft of the Third Assignment



After the individual conference, the teacher also began wondering whether Sumi was willing to improve her English writing because, as shown in Figure 5. 16, even after the teacher had provided feedback for her in various ways, she changed her drafts minimally, repeating the same mistakes in each writing. In particular, Sumi did not obey format rules the teacher had emphasized. Therefore, she provided comments on format rules, including using normal space between paragraphs, extra space between the title and the first paragraph, and no underlines on every one of Sumi's drafts. However, as shown in Figures 5.16, 5.17 and 5.18, Sumi did not closely follow her feedback.

Figure 5.16. Sumi's Second Draft of the Third Assignment

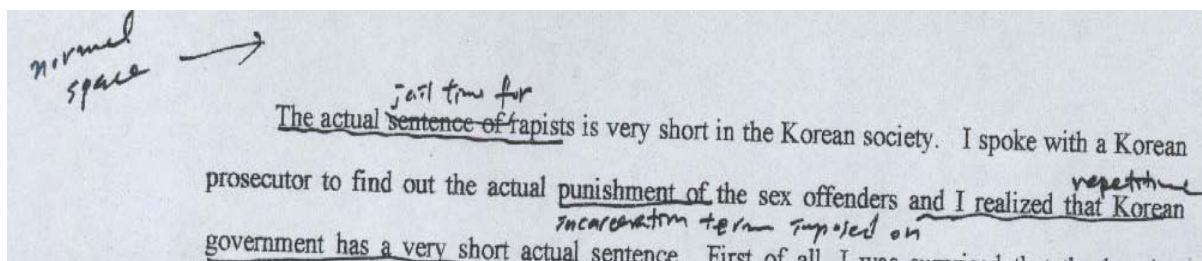


Figure 5.17. Sumi's First Draft of the Fourth Assignment

Pornography Should Be Banned
← more space

Pornography is an industry of images aimed at sexual arousal, wherein women are usually depicted in naked and submissive positions. "Pornography puts into circulation images of sexuality with definite meanings, attached so that sexual pleasure for men is seen in forms of initiation and dominance." Pornography, which makes women submit to men's depersonalized [?] needs ^{P.} can create active male image and passive female image, male violence against women, and women's status as a prostitute. ^{What's the source?}

→ normal space

Woman's body in the pornography, including (semi-naked and naked) ^{T.S.}

^{recognition of}
노란 이미지가 여성을 객체로 대하는 모습.

Figure 5.18. Sumi's First Draft of the Fifth Assignment

^{too simple}
The Death Penalty ^{no underline}

The death ^{✓ ①} penalty is the ultimate cruel, inhumane and degrading punishment, which should not be practiced in our society. ^{2nd} ^{✓ ②} The act of death penalty doesn't solve any problem, but ^{only} ^{creates} another murder of taking away the offenders' life. ^{community} The death penalty has ^{unparalleled} cruel methods of execution, it requires enormous cost during its procedure and most of all, it is not deterrent. In order to prevent its brutal methods of execution, its ^{mainly, physical punishment} economic insufficiency and its blatant ineptitude to prevent further murders from taking place, ^{death} ^{penalty} should be banned. ^{the subjects in the four sentence are the same: the death penalty}

→ normal space

Different countries have different forms and methods of execution and then ^{P.}

^{the subjects in the four sentence are the same: the death penalty}
→ Diversify the subjects.

^{the logic is not developed, but only repetitive}
Don't make this wide space between paragraphs!

Trust in Each Other at the End

At the end of the semester, the teacher seemed to relinquish her caring for her because she perceived that Sumi did not respond to her feedback with great interest to improve her English writing ability.

Sumi seems to accept my feedback rather submissively and without any noticeable antipathy, but does not act on it. Consequently, her writing has not improved as much as I would have expected. If the student does not have interest in improving his or her writing, I don't care about her because I believe that everybody gets out of this course as much as he or she wants. (Dr. Kim, 09/10/06, the follow-up interview)

However, at the same time, the teacher occasionally felt guilty because she could not fully devote herself to building a caring relationship with the students, especially like Sumi, who did not revise their drafts from her feedback effectively.

As a teacher, I try to do my best, but, in reality, I don't fully devote myself to teaching this course because I know I will be laid off soon. In addition, if this were a stable job, I could fully focus on teaching this course. But, it is not. I do many others. This is one of them...For example, Sumi, on a superficial level, wants a smooth relationship with me. So to speak, buying a drink for me. I actually don't want her to do this... I don't know what grade she will get, whatever grade she will get, I don't feel that her writing has improved a lot from the first draft to the second draft throughout the semester. In addition, I don't know whether she wants to improve her English writing or not...I feel that she only revises her drafts based on my comments. I don't know what else she is doing beyond that...I need to talk to her. There may be other ways to help her. However, I cannot tell her that even though I have pointed out her errors repeatedly, she makes the same mistakes over and over again. See, this time, she did not fix it [pointing to the space] again. It frustrates me. But, I cannot express my frustration with her...I have to find a way to talk to her, but...(Dr. Kim, 07/31/06, the third interview)

CHAPTER 6

DISCUSSION

The purpose of this study was to explore the nature of the relationship between the teacher and the students in a college composition classroom in Korea, and how this relationship might affect the ways the teacher made comments on the students' papers and the ways the students used their teacher's comments as they revised their drafts. The study drew upon Vygotsky's (1978) socioconstructivist perspective of learning and Noddings' (1984) concept of caring.

Throughout the analysis presented in Chapters 4 and 5, I focused on how the teacher and the students entered into caring relations through the feedback and revision process, and what factors contributed to and hindered them from developing caring encounters. As expected, caring was enacted in complex ways in the EFL college composition classroom. Even if the teacher and the students were under various constraints and conditions, both parties endeavored to improve the students' English writing ability. Specifically, the teacher's written comments provided in the margins of the students' papers allowed the teacher and the students to meet as the one-caring and the cared-for respectively. As Noddings (1984) emphasized, "By recognizing the carer's efforts, by responding in some positive way, the cared-for makes a distinctive contribution to the relation and establishes it as caring" (p. xiii). The students' responses to their teacher's written comments with respect and appreciation deepened and enriched caring relations, which then seemed to lead the teacher to feel confident in continuing to

make comments on the students writing and in teaching English writing. However, for caring to be enacted between the teacher and the students, building trust in each other was a necessary condition. Varying degrees of trust between teacher and students were built by the continual interplay of a variety of factors from the context, the classroom, the teacher, and the student, which influenced the development of a caring relationship between teacher and students as well as the feedback and revision process.

In the sections that follow, I will first discuss the limitations of the study, followed by a presentation of the major findings of the study discusses in light of previous studies. I will then discuss how this study can contribute to English writing education, focusing in particular on what was learned about the feedback and revision in learning to write in English. Finally, I will suggest some implications for research on the feedback and revision process and educational practice, focusing on EFL education in Korea.

Limitations of the Study

In this section, I outline the limitations of my study in three ways. The first limitations of the study were related to the qualitative research paradigm I employed as I interpreted my data. The second limitations of the study were associated with the research design itself. The third limitations of the study were connected with the interview data I used in reporting the findings.

Limitations of Interpretation

One of the crucial limitations relates to the nature of qualitative data. As Berg (1998) noted, the nature of qualitative data means that data need to “be reduced and transformed in order to make them more readily accessible, understandable, and to draw out various themes and patterns” (p. 39). In order to make the voluminous nature of qualitative data from interviews, class observations, and writing samples more manageable, like many qualitative researchers, I established an overarching goal that inevitably led me to underscore some data and devalue other data. For example, because I focused on the relationship between teacher and student, I did not discuss the interactions among the students, which I assumed definitely affected the development of their relationship with their teacher and the feedback and revision process. This may, then, lead to misrepresentation of some aspect of data.

As with other stories, the story I presented in this report could be told and understood from a variety of perspectives that might overemphasize or undervalue different aspects of data. In displaying the results of the study, even though I worked to ensure credibility by triangulating the findings from multiple data sources and methods, I often felt as if I revealed “only a piece of the puzzle, a close-up of one aspect or one segment of a larger world” (Bogdan & Biklen, 2003, p. 196). Thus, it is important to remind the reader that there could be other realities that I might have missed and that some of the realities I reported here might have been misrepresented.

The interviews with the participants were conducted in Korean and later translated into English. While translating from Korean to English, as a native Korean

speaker, I tried to convey the participants' messages as accurately as possible. Although I believe that my ability to speak the same language and culture as the participants and my experience teaching Korean students over ten years in Korea helped me interpret the data more accurately, it is possible that my own language ability and experiences colored my interpretation of what I saw. I attempted to address this concern by sharing my interpretations with some of the focal participants as well as with my supervisor who reviewed, corrected, and assisted in clarifying my interpretations.

Limitations of Research Particulars

Another set of limitations relates to the particular setting and participants of the study. Although I made every effort to enhance transferability of the study (Lincoln & Guba, 1985) by providing a thick description of the relationship between the teacher and the students and its effects of the participants' commenting and revising experiences, it is important to note that there could be several possible limitations in the research design. This study was conducted in an English writing class at one of the best universities in Korea where English writing had been greatly emphasized. As noted in Chapter 4, the teacher and the students generally had high expectations of each other and of the course and these seemed to play a positive role in developing a trusting relationship with each other. In particular, even if the students perceived their English ability as low, in order to be admitted to this university and the course, their English ability was comparatively high, which also contributed to the writing and revising process as well as to the quality of writing samples. It was likely that the students' effective response to their teacher's written comments then led both parties to remain into caring relations.

I selected a particular writing class where the teacher strongly believed in the positive effects of the feedback and revision process and implemented this method to help the students develop their writing ability in English. The students were strongly encouraged to revise their drafts from their teacher's comments. The teacher's specific ways to teach the students English writing and the students' perceptions of their teacher's instruction likely motivated the students to write and revise their drafts.

The majority of the students in this study, regardless of their gender, wanted to take professional careers as scholars in which having an English writing ability is considered an important asset. That was one of the reasons many students chose to take this writing course out of several optional requirements in English even though many of them knew it to be a very demanding course. Then, their motivation to learn to write in English and revise their drafts was likely to be different from students who would take English writing for other purposes. The course I observed was a grade-based course and having a good grade is a critical indicator for finding a job or continuing to study in Korea. It was possible that the students followed their teacher's written comments in revision more closely than students who studied English writing in non-grade-based courses. The study reported here involved only a single English writing class with a small number of students. The descriptive nature of just one writing classroom does not provide enough information to predict what other writing teachers and students in Korea would do when working together to help students develop their writing ability in English. Specifically, it does not tell us what comments other writing teachers would make on the students' writing, how other students would respond to them, and what constraints and conditions other contexts would influence the development of the relationship between

teacher and students in the feedback and revision process.

All of these conditions derived from the particular setting and participants of the study are likely to have influenced the development of a caring relationship between teacher and student and the feedback and revision practices in unique ways. Thus, many specific results from this study may not be generalizable to other educational settings or other writing classrooms. However, despite the unique nature of the study, the issues raised in this study concerning the development of a caring relationship between teacher and student and its effects on the feedback and revision process are appropriate in any other language teaching and learning contexts. In particular, the findings are even more appropriate in any other foreign language writing classrooms where teachers use written comments as the main mediation to develop students' writing ability and students are encouraged to revise their papers based on their teacher's written comments on their drafts.

Limitations of Interview Data

Another limitation of the study is that the participants may not have openly talked about their feelings and views about their teacher and their writing and revising experiences in interviews because they knew that they were audio-taped. Knowing that their comments in interviews might be recorded in my dissertation, they might have chosen to say more neutral comments or to please their teacher rather than reveal their candid feelings and thoughts. Both the teacher and the students may have become sensitized to my inquiry because to find the relational nature between the teacher and the students, I occasionally asked direct questions, such as "Do you trust your teacher?" or

“Why do you think he or she does not closely follow your comments?” Their awareness of my inquiry might have affected the ways they answered my questions. However, I felt reassured that the teacher and the students revealed their feelings about the feedback and revision process and even their struggles in their relationship with their teacher candidly, especially during informal conversations I had with them. While conversing with and observing both the teacher and the students, I was amazed by the teacher’s commitment and attentiveness to her students’ writing and revising process, and the students’ responsiveness to their teacher’s comments on their drafts and their motivation to improve their English writing ability. My empathy with and attachment to them occasionally tempted me to present the data in a pretty picture rather than in a critical perspective. However, my talks with my supervisor occasionally sensitized me to describe and interpret the data in as complex and nuanced a way as the data showed.

Discussions of the Findings

In Chapters 4 and 5, I provided concrete examples of how caring had developed between the teacher and the students in an EFL college composition class and of what constraints and conditions contributed to and hindered them from developing such a caring relationship through the feedback and revision process. In this section, I will discuss the major findings of the study in relation to the existing literature on teacher written response to student writing.

In this context, the teacher’s and the students’ language ability was found to play a complex role in unfolding the feedback and revision process and connecting the students with the teacher. Most previous L2 studies on teacher written commentary on

student writing have frequently reported that ESL teachers' written comments did not serve to guide students because of potential miscommunication between them (Goldstein, 2004; Hyland, 1998, 2003). In this context, the teacher's ability to speak and write the same language as her students allowed her to empathize with her students and to facilitate their writing and revising process, which seemed to contribute the development of a caring relationship as well. These findings echoed Sammy and Brutt-Griffler's (1999) and Medgyes' (1994) reporting that non-native EFL teachers felt confident as EFL professionals because they could understand their own culture and students better than others. However, the fact that the teacher had learned English in Korea was negatively perceived by a few students, demonstrating that teaching English writing as a non-native speaker of English in Korea was a site of struggle. Regardless of how well the teacher could teach students English writing and support their writing and revising process, a few students perceived their teacher as inadequate as an English writing teacher from the very beginning of the semester. Their mistrust in their teacher's written comments led them to be reluctant to incorporate them in revision, which seemed to block the development of a caring relationship with their teacher. For the teacher, once she perceived that her student did not have much trust in her as an English teacher, she began to feel uncomfortable providing written comments on that student's draft, thereby resulting in an unproductive relationship with the student. These findings mirrored research on native versus non-native teachers of English (Braine, 1999, 2002; Brutt-Griffler & Sammy, 1999, Phillipson, 1992), which has noted that EFL teachers' ability was not evaluated by their linguistic and pedagogical ability but by prevalent societal beliefs about English teachers. Given that most English teachers in Korea are non-native speakers of English, such beliefs can

cause serious problems in future English education in Korea.

Goldstein's (2005) noted that contextual factors from the program and the institution severely influenced teachers as they provided written comments on students' writing and as students wrote and revised their draft based on their comments. Likewise, the current study showed that some programmatic factors including the teacher's status in the program, a lack of a range of writing classes, the requirement of English as a medium of instruction, and the length of one class hour per day were found to constrain what the teacher could do for the students and the course. However, as Noddings (1984) suggested, identifying these constraints on which each context hinges means to use them as information in building the safeguards and alarms that must be part of the ideal. What struck me in this context was that even though writing teachers in the program seemed to perceive that some programmatic factors might have negatively affected the development of a caring relationship with their students in the feedback and revision process, teachers and program directors were not willing to talk about identifying the fundamental problems or modifying them. The teacher seemed to feel that she could not do much to improve the situation but did her best within these constraints.

The study indicated that the teacher's and students' clear conceptions of their roles as an English writing teacher and as an English writer and reviser were manifested in how carefully the teacher organized the class activities and made written comments on the students' writing and in how faithfully the students responded to their teacher's teaching practices. When the teacher had a strong belief that she could help her students learn to write in English through her written comments, she exerted herself to making many written comments on the students' drafts and encouraged them to revise their drafts.

When the students had a strong conviction that they could learn to write in English from their teacher, they generally took their teacher's written comments seriously and used them in revision. These results supported Kim's (2002) finding that regardless of Korean EFL writing teachers' English ability, Korean EFL writing teachers provided more effective feedback to their students' writing when they had clear conceptions of their roles in students' learning to write in English.

In this study, the students were, in general, willing to use their teacher's written comments as they revised their drafts, showing that written comments played a positive role in connecting the teacher with her students. These findings were more consistent with those of L2 studies on ESL students' responses to teacher written comments than L1 research on connections between teacher written comments and student revision. For example, L2 studies on the effect of teacher's written comments on the students' drafts have found that teachers' written comments generally played a positive role in guiding students to revise their drafts, thereby improving their drafts (Chandler, 2003; Cohen & Cavalcanti, 1990; Ferris, 1995, 1997; Ferris & Roberts, 2001; Goldstein, 2004; Hyland, 1998). However, many L1 studies on this topic have reported that teachers' written comments did not serve as a means of connecting a teacher with his or her students and of improving their draft, taking away their attention, interest, engagement, and motivation (Brannon & Knoblauch, 1982; Hillocks, 1986; Sommers, 1982; Ziv, 1984).

In terms of the types of written comments, even though the teacher emphasized the development of the logic of the writing, she made written comments on grammar, format, and mechanics, and corrected their mistakes in these areas. The students perceived their teacher's written comments on these matters as insignificant in

developing their English academic writing ability because they wanted their teacher to fix the more global matters of content, organization, and expression of writing. While these findings matched Straub's (2000) finding, they did not support those of Hedgcock and Lefkowitz (1994). In a study of American college students' perceptions of their teacher's written comments, Straub found that the students perceived comments on the global matters of content, purpose, or organization as more helpful than comments on the local areas of structure, wording, or correction. When receiving the comments they had not expected, the students did not use them as they revised their drafts. However, in a study of L2 students' responses to their teacher's written comments, Hedgcock and Lefkowitz (1994) found that while foreign language students paid more attention to form, ESL students wanted to receive their teacher's feedback on content. This difference was attributed to the fact that the former use L2 writing as a form of language practice, whereas the latter must use their writing skills for academic purposes beyond the language classroom. My observation of the students' writing and revising process revealed that tensions arose when the teacher did not provide written comments to the students' expectations, occasionally decreasing their appreciation for and trust in their teacher. Recall Heetae and Minkyung at the beginning of the semester who did not appreciate their teacher's feedback on grammar, format, and punctuation, which they had not expected to receive from their teacher.

Another interesting part of this study was that the teacher expected her students to take her written comments as signals that they needed to review, re-envision, and reconstruct their draft rather than taking them literally. How the students interpreted her written comments and used them in revision influenced whether they could remain in a

caring relation or not. On the first class day, she communicated her expectations about how the students should take her comments explicitly. Most students seemed to understand clearly their teacher's expectations for how they should interpret her written comments. For these students, even if a comment was a rather unspecific single word or underlining, it served as an impetus for learning to write in English. These findings did not correspond to L1 studies on students' reactions to or perceptions of their teacher's comments (Bardine, 1999; Sommers, 1982; Straub, 1997). These researchers found that college student writers did not pay much attention to their teacher's written comments if the comments were not text-specific or positive. In my study, when their teacher's expectations for the written comments were clearly understood by the students, they endeavored to transform their writing if it took a great deal of time and energy, which led the teacher and the students to remain in a caring relation. By contrast, like Sumi, when she did not understand her teacher's expectations and took her written comments literally, her teacher did not respond to her writing in a positive way, giving low grades to her drafts. Upon receiving a low grade on her draft, Sumi began to perceive her teacher as a non-caring teacher. In response, the teacher began to perceive that Sumi did not have strong intentions to improve her draft and provided written comments to her drafts only out of obligation. Both parties seemed to fail in remaining caring encounters.

Contributions of the Study

In what follows, I will discuss the three major contributions of my study that emerged from the data: (1) an expansion of Noddings' concept of caring to an analysis of the feedback and revision process in an EFL college composition classroom; (2) a re-

envisionment of the cognitive process model of writing and revision by adding the role of interpersonal relationships to the feedback and revision process; and (3) an enhanced view of the feedback and revision process not as a product but as a frame within an EFL composition classroom.

An Expansion of Noddings' Caring to the Feedback and Revision Process in an EFL College Composition Classroom

One of the major contributions of the study is to expand Noddings' (1984) concept of caring to analyze the feedback and revision process in an EFL college composition classroom in Korea. In her view, caring is an encounter between one-caring and cared-for. While not minimizing the role of the cognitive activity, she claimed that the primary aim of education must be examined in light of enhancement and maintenance of a caring relationship because the role of affect can be the main scaffold to enhancing students' intellectual development. Noddings (1992) went on to say that "Good parenting or teaching starts with the construction of trusting relationships and works continually to build on the foundation of trust" (p. xii). Indeed, my study demonstrated that her concept of caring became a powerful tool to understand a Korean college composition classroom because teaching and learning a foreign language involves a great deal of emotional, cultural, and intellectual transformation. The teacher and the students developed a caring relationship through the feedback and revision process. In so doing, the teacher needed to apprehend her students' feelings and concerns involved in the writing and revising process, to attend to their needs and wants, and to make useful written comments on their drafts. The students, in turn, showed their appreciation for their teacher by reading her

written comments with care, comprehending her expectations for how they would interpret and take her comments, and revising their draft in a careful way. As Kim (2005) claimed, when both parties tried to respond to the other's expectations, they built trust in each other and entered into a caring relationship. However, my study also showed that regardless of however much the teacher tried, caring was not enacted between her and her students when the students did not respond to her written comments as she had expected for various reasons; partly due to their mistrust in her written comments, to their misinterpretation of her expectations for her written comments, or to their lack of substantial knowledge about how to change their draft.

Re-Envisionment of the Cognitive Process Model of Writing and Revision

Another contribution of this study is to add the role of interpersonal relationship between teacher and student to the cognitive process model of writing and revision proposed by Flower, Hayes, Carey, Schriver, and Stratman (1986). In this study, the feedback and revision process was not portrayed as an intellectual activity involving only the teacher and the student, but as a social activity that involved a highly complex, dynamic, and interpersonal process. This finding made me re-envision the cognitive process model of writing and revision process in which revision was influenced by the students' prior knowledge and intentions for the text, accounting for how feedback influences revision by way of a writer's goals for the piece and interpretation of the feedback. In Flower et al.'s model, it was assumed that the students who had more knowledge and intention in revision could generate ideas, detect problems in their texts,

and solve the problems by using various strategies, thereby making their drafts better. However, my study suggested that the feedback and revision process was very much influenced not only by students' knowledge and intention in their text, but also by complex factors that originated from the teacher, the student, the classroom, and the context. These factors were intertwined and interrelated with each other and influenced the development of a caring relationship between the teacher and the students, and this established interpersonal relationship between them affected how the teacher made written comments on the students' draft and how the students responded to her written comments as they revised their draft.

An Enhanced View of the Feedback and Revision Process not as a Product but as a Frame within an EFL Classroom

Grounding the feedback and revision process within a particular EFL college composition classroom, my study broadened the notion of teacher written commentary to the students' draft. Unfortunately, the vast majority of teachers' written feedback to students' writing has analyzed teachers' written comments as texts with little information about how teachers' written comments functioned as part of the classroom context (Fife & O'Neill, 2001; Sperling, 1994). In particular, EFL studies on teachers' written responses to students' writing have exclusively examined the effects of written products from their teacher's written comments, overlooking the classroom practices or interpersonal relationships between teacher and students. However, as Casanave (1995) and Prior (1991; 1995b) noted that writing and revision were motivated and demotivated by various factors situated in the classroom, my study showed that the teacher's written

comments and the students' responses to those comments were very much influenced by the many and varied factors that the teacher and the students brought into the classroom. More importantly, the teacher and students built a different level of trust in each other depending on what interaction they had with each other, what was said in the classroom, and how they interpreted each other's expectations. This established relationship between them played a major role in how the teacher made written comments on the students' drafts and in how the students responded to her written comments. As learning to write in English occurred beyond the classroom as well as in it, framing the feedback and revision process within a classroom context seems critical.

In the following section, I will describe how caring relations enacted through the feedback and revision process in an EFL college composition classroom contributed to students' learning to write in English in four ways: (1) increasing students' motivation to revise and improve their draft, (2) boosting their critical thinking, (3) leading to the internalization of their knowledge and skills and use them in subsequent writing and revising, and (4) practicing ethical care.

Increasing Students' Motivation

Although many of the teacher's teaching practices, including lectures, discussions, or an individual conferencing, helped Korean EFL college students learn to write in English, the findings of the study showed that the teachers' written comments made in the margins of the students' papers created a special environment in which students could get a level of individualized attention and one-on-one communication that was rarely

possible under normal classroom conditions, and the comments played an important role in motivating and encouraging students (Ferris, 1995). This individualized attention is particularly important to motivate Korean college students who usually learn English writing in a large classroom, thereby hardly having an opportunity to interact with their teacher individually. In fact, both the teacher and the students in this study perceived that the feedback and revision process was a valuable pedagogical tool for teaching and learning English writing (Beason, 1993), and that the students expected and valued their teacher's written feedback on their writing (Cohen & Cavalcanti, 1990; Hedgcock & Lefkowitz, 1994). Their teacher's special effort to encourage her students to revise their preliminary drafts seemed to drive her students more closely to attend to her comments (Ferris, 1995, 1997). In fact, although not all of the teacher's written comments on the students' writing played a motivating role in developing a caring relationship with her students and improving students' writing ability, in general, as Tribble (1996) claimed, the teacher's written comments motivated the EFL college students to engage in a writing and revising process and improve their drafts.

Boosting Critical Thinking

Na (2003) found that asynchronous discussions afforded students an opportunity to be reflexive as a result of the time lag between their reading the message on the website and posting their ideas. Similarly, the teacher's written comments made on the students' paper provided a sufficient amount of time for the students to review, re-envision, and reconstruct their draft, which Cumming (1985) claimed played a critical

role in inducing problem-solving and boosting critical thinking on the part of learners. The students in this study reported that they rarely changed their drafts straight away, often spending several hours or even several days rereading and cogitating about their draft before revising their draft. While revising their drafts, the students in this study actively sought for help from all resources available for them, such as their classmates, friends, a dictionary, or the internet. These findings were in contrast with Cohen's (1987) reporting that L2 student writers used a limited range of strategies for responding to and dealing with problems with their teacher's feedback. More importantly, even if uncertain and ambiguous, comments such as "provide examples," "be more specific," or underlines functioned as a process for improving their writing, re-envisioning their draft, and negotiating meaning. Chi (1999) argued that teachers' written comments in such processes can serve as a threshold for students continually to reconstruct and recreate the meaning of their writing and students' active involvement in the process of the meaning-negotiation contributed to increasing their ability to think critically.

Internalizing Writing Skills

In the writing classroom, teachers' written comments could serve as a means of practicing in the zone of proximal development (Vygotsky, 1978) in which the less skilled students found support and guidance on their writing and revising process from a more knowledgeable expert, their teacher. This apprenticeship process helped students gradually internalize their teacher's comments and subsequently mediate their future writing and revising (Grabe & Kaplan, 1996). In particular, it has been reported that students who learn English as a foreign language usually focus on language form,

especially on grammar (Cohen, 1987; Hedgcock & Lefkowitz, 1992), rarely having an opportunity to learn the sense of audience. As Goldstein (2004, 2005) noted, teachers' written comments could play a critical role in helping students see how others read their writing and what revisions might strengthen their writing. Given the fact that meaning arises not only from what students say on their paper but also from how the audience reads their words, teachers' written feedback can help students improve their writing skills by guiding students to know what to improve or avoid in the future, find their mistakes, and clarify their ideas. In addition, because students in Korea can get limited feedback from outside the classroom, as James and Garrett (1990) noted, teachers' comments often become a major source of providing new and explicit input that makes students aware of both form and content in the writing and revising process. Indeed, the study showed that the teacher's written comments on their drafts not only helped students understand the functions and limitations of grammatical structures but also might well facilitate second language acquisition, allowing students to notice a mismatch between their interlanguage and the target language (Chandler, 2003).

Practicing the Ethical Care

The teacher's written responses to the students' drafts could provide an opportunity for teachers and students to practice how to care for others, which is especially important in a Korean educational system in which students' academic excellence and performance is greatly emphasized, often overlooking their affective dimension. Noddings (1984) proposed that the teacher as one-caring bears a special responsibility for enhancing and maintaining the ethical care in the classroom. In order to

enhance and maintain the ethic of care, in her view, the teacher has to receive the student and to look at the subject matter with the student. This working together provides the motive for the students to overcome greater challenges involved in the tasks and gradually assume greater responsibility in the tasks they undertake.

A teacher cannot “talk” this ethic. She must live it, and that implies establishing a relation with the student. Besides talking to him and showing him how one cares, she engages in cooperative practice with him. He is learning not just mathematics or social studies; he is also learning how to be one-caring. (p. 179).

In the college composition classroom, the teacher’s written comments connected the teacher with her students on an individual level. When the teacher provided the optimal level of written comments to the students’ writing and explained them in detail from her students’ eyes and ears, the students were able to see beyond the words inscribed on their paper to create a meaningful connection with their teacher (Goldstein, 2004; Kim, 2005). Indeed, as Yoongjoo commented, even simple words such as “good intro” or “great” mattered to the students, thereby feeling validated and confirmed by the teacher. By contrast, when the teacher did not see a task from her students’ perspectives but from her own and did not accommodate their writing and revising process accordingly, the students struggled to write and revise their draft and perceived their teacher as a non-caring person. As Noddings (1984) noted, the teacher’s written feedback has “duality” which can produce both joy in the relation and increase competence in the students or can yield both suffering in the relation and give the students discouragement.

Implications of the Study

In this section, I suggest some implications of the study for research on the feedback and revision process and for educational practice.

Implications for Research on the Feedback and Revision Process

The multiple-draft, writing and revision approach that the teacher employed for the course seemed to work successfully in this particular composition classroom where the university made a special effort to increase students' English writing ability by drastically reducing the number of students in a class and giving teachers a great deal of freedom to design their course and choose their own instructional method. However, a question arises as to whether this writing and revising model can be successfully transferred to other Korean university contexts as the core of the course when the class size is still relatively big and teachers have limited power to choose their own instructional method. More critically, the underlying assumptions about this approach are to view the composing and revising activity not as a final piece but as a process in which students' drafts are conceived as imperfect but can improve over time with practice. In the classroom, "this approach calls for providing a positive, encouraging, and collaborative workshop environment within which students, with ample time and minimal interference, can work through their composing and revising process" (Silva, 1990, p. 15). The teacher's role is to help students develop content and ideas and negotiate meaning to make the piece better. As opposed to the process view of writing and revision, a high-stakes Korean educational system often requires teachers to

intervene maximally in students' learning and help them perform without making any mistakes within a short period of time, so that students can get good scores on various tests. In such a system, it might be difficult to implement the process view of writing and revision model to a Korean educational environment. More studies are needed that would identify what factors would contribute to or hinder from applying the process writing and revising model to EFL college composition classrooms.

A particularly valuable complement to this study would be further research on how different types of comments, especially peer comments from multiple audiences which often carry less authority than teachers' comments (Berkenkotter, 1984; Cho, Schunn, & Charney, 2006), might play a role in developing a caring relationship with each other in the feedback and revision process. In this study, although the teacher was perceived as an expert in teaching English writing, not all students responded to her written comments in a constructive way. Depending on their perceptions and interpretations of their teacher's written comments, their attention to and use of the written comments revealed different patterns. For some students, their teacher's written comments became an important scaffold to meeting their teacher on an individual space and improving their English writing ability, whereas for others, they were just written words that did not convey any special meaning to connect themselves with their teacher. In Korea, because teachers are expected to respond to students' writing, peer comments are not widely used as an instructional option in a college composition classroom. However, many participants commented that they had learned a lot from their classmates over the course of the semester. Therefore, researchers might need to investigate how peer comments can play a role in the development of a caring relationship and of

students' writing ability in a foreign language context.

The study demonstrated that although both the teacher and the students occasionally felt their limitations as non-native English speakers in the feedback and revision process, their shared cultural and educational experiences, values, and beliefs played a more positive role in connecting the teacher with her students and in facilitating the students' writing and revision process. The students particularly appreciated their teacher's support and scaffold in helping them understand her written comments in specific ways, such as holding a teacher-student conference in Korean or providing written comments in Korean at times, which eventually contributed to the development of a caring relationship as well as the feedback and revision process. However, a few students, even though they admitted that their teacher had good English proficiency to teach them English writing, did not credit with her written comments because of the fact that the teacher had learned English in Korea. More studies are recommended to investigate how teachers' language ability plays a role in connecting teachers with students in the feedback and revision process.

Finally, it is important to note that caring relations must not be analyzed based on universal principles but on concrete situations (Goldstein, 1998; Noddings, 1984, 1992) because each situation bears different cultural and educational expectations, values, beliefs, and practices. Then, it is likely that the ways caring is enacted between teacher and students in a Korean college composition classroom may be different from the caring enactment in other college composition classrooms in other cultures. For example, many of her written comments took directive forms (e.g., provide example, make it short, or double space!), which were perceived by her students as natural. However, given that the

students in Straub's (2000) study did not respond to their teacher's non-specific and negative written comments (e.g., be more specific or tighten up!), students in other contexts might perceive the teacher's written comments as offensive, questioning how such comments can play a mediating role in developing a caring relationship between teacher and students and contributing to students' learning to write in English. More studies are needed to identify how different written comments play a role in connecting a teacher with students in the feedback and revision process in a different context.

Implications for Educational Practice

Noddings (1984) asserted that "the primary aim of every educational institution and of every educational effort must be maintenance and enhancement of caring" (p. 172). For caring to be enacted between teacher and student in the feedback and revision process, as Noddings (1984) and Goldstein (2004) noted, in order to improve or modify the situation, we need to identify contextual constraints that can influence the development of a caring relationship and the feedback and revision process. In the Korean college composition classroom, although there were some other factors affecting the development of a caring relationship in the feedback and revision process such as the beliefs about English teachers in Korean society, the major factors that immediately influenced the development of the caring relationship between teacher and students in the feedback and revision process seemed to derive from the teacher, the student, and the program. Therefore, I will suggest some implications for teachers, students, and program directors respectively.

This study has pedagogical implications for Korean EFL writing teachers.

Because of the teacher's strong beliefs that students could better learn to write in English from her written comments, she spent a great deal of time making written comments on the students' drafts and fixing their errors. Like other writing teachers, she was very much constrained by the amount of time she could devote to building the course. One way to improve the situation suggested by many process writing researchers (Hairston, 1986; Moxley, 1989) is not to correct all aspects of errors students make but fix a few more important ones so that students will not feel overwhelmed cognitively or emotionally. However, in so doing, English writing teachers may need to discuss this issue with their students at the very beginning of the semester. Discussions may need to include the aspects and reasons that teachers focus on when making written comments on students' writing during the semester and that students need to work together as a group or with the help of teaching assistants. In this way, instead of feeling exhausted, drained, or burned out by correcting students' papers, teachers can use their time more effectively to observe her students' writing and revising processes and respond to their needs and wants they might encounter as they write and revise their drafts.

This study provides some implications for students as well. Just as teachers are able to provide more effective feedback to students' papers as they felt confident about teaching English writing, I believe that students can do better in learning to write in English as they feel confident about themselves. In particular, many students in this study who identified themselves as confident Korean writers, regardless of their progress in their writing, felt hopeless about their English writing ability. One of the reasons that they felt incompetent about themselves seemed likely that they compared their Korean writing ability to their English writing ability and/or compared their English ability to other

students' English ability in class. However, what is more important to note is that each student has a different learning path and progress. Therefore, rather than comparing themselves with other students or their Korean writing ability with their English writing ability, students need to set their own learning goals that they can achieve within the semester and check their own progress in their writing and revising process.

Finally, this study has some implications for program directors and coordinators. As Goldstein (2005) observed, the feedback and revision process was severely affected by the program and institutional factors, such as the teacher's status in the program or the characteristics of writing classes. Meanwhile, the study showed that the teacher's job stability influenced the development of a caring relationship and the feedback and revision process. As the teacher commented, she could have committed herself to constructing the course by investing more time and effort if she had worked in a stable teaching environment. To provide a better quality of English writing education to Korean college students, staffing the program with more full-time faculty would be recommended. Second, because the program did not offer a range of writing classes that fit students' levels, which made it difficult for the teacher to provide the optimal level of feedback to the students' writing. Therefore, it is necessary to offer a variety of writing classes that suit their English and writing levels. Lastly, as some participants pointed out, a four-hour lesson per day may not help students learn to write in English effectively. Thus, reducing the class hours per day (e.g., maybe two hours per day) not only will help teachers provide more effective feedback to students' writing but also students feel less overwhelmed and pay more attention to the course, which eventually help them develop a caring relationship with each other and the effective feedback and revision process.

Appendices

Interview Questions for the Teacher

English Version

1. What are your goals for this class?
2. What are your goals for your comments?
3. How do you describe your role in this class?
4. What do you think the most important aspects when commenting student papers?
5. What kinds of comments do you consider are useful to improve students' English writing ability?
6. What comments are the least helpful to improve students' English writing ability?
7. Describe some instances when you felt satisfied with your comments?
8. Describe some instances when you felt unsatisfied with your comments.
9. What does caring mean for you when commenting student papers?
10. How do you deliver your feelings when commenting students' papers?
11. How do you know your students understand your comments?

Korean Version

1. 선생님이 생각하시는 이 수업의 목표는 무엇입니까?
2. 선생님께서 코멘트할때의 목표는 무엇입니까?
3. 이 교실에서 선생님의 역할이 무엇이라고 생각합니까?
4. 학생들의 페이퍼에 코멘트를 줄때 가장 중요하게 생각하시는 부분은

어떤 것입니까?

5. 어떤 코멘트가 학생들의 영어 글쓰기를 향상시키는데 도움이 될 거라고
생각하세요?
6. 어떤 코멘트가 학생들의 영어 글쓰기를 향상시키는데 도움이 되지
않을거라고 생각하세요?
7. 코멘트를 주고 난 다음에 만족한 예를 좀 이야기 해주세요.
8. 코멘트를 주고 난 다음에 만족하지 못한 예를 좀 이야기 해주세요.
9. 코멘트를 줄때 선생님께서 학생들을 케어한다는 것은 무엇을
의미합니까?
10. 코멘트하실때 감정전달 부분은 어떻게 하세요?
11. 학생들이 선생님의 코멘트를 이해하는지를 어떻게 아세요?

Interview Questions for the Students

English version

1. Would you please explain your writing experiences in Korean and English?
2. How do you describe yourself as a writer? In Korean and in English?
3. Describe the most helpful feedback you have ever had.
4. Describe the least helpful feedback you have ever had.
5. How does this class help you prepare for you to develop your writing abilities?
6. How do you feel about your teacher written comments on your writing?

7. How do you revise your texts?
8. What is a caring teacher for you in terms of providing comments on your writing?
9. How do you know she or he cares for you from the comments?
10. Describe some instances that you felt that you were taken care of by the teacher
11. Describe some instances that you felt that you were not taken care of by the teacher

Korean version

1. 한글과 영어 글쓰기를 어떻게 배웠어요?
2. 본인의 한글과 영어 글쓰기 능력을 어느 정도라고 생각합니까?
3. 좋은 피드백의 예를 들어보세요.
4. 좋지 않는 피드백의 예를 들어보세요.
5. 이 과목이 본인의 글쓰기 능력을 기르는데 어떻게 도움을 주나요?
6. 선생님의 코멘트를 받았을때 어떻게 느꼈어요?
7. 선생님 코멘트를 받고 어떻게 글을 고쳤어요?
8. 훌륭한 글쓰기 선생님은 어떤 코멘트를 주어야 한다고 생각합니까?
9. 코멘트의 어떤점을 보고 선생님이 본인을 잘 지도하고 있다고
생각합니까?
10. 본인이 받은 코멘트중에 만족하는 코멘트는 어떤것이었나요?
11. 본인이 받은 코멘트중에 만족하지 못한 코멘트는 어떤 것이었나요?

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Vita

Given Lee was born in Kyungjoo, South Korea in 1960, the daughter of Sangho Lee and Duhee Lee. She was self-educated from her middle school years until she entered Sejong University in Seoul, Korea in 1981 with a full four-year academic scholarship. She received her Bachelor of Arts degree in Foreign Language and Literature from the same university in 1985. In the same year, she married her husband, Daewoo Choe, and now has two sons, Yoong and June.

After completing her BA degree, she began teaching English to middle school students in Seoul. She was named outstanding teacher of the year from Seoul Educational Board in 1996. She also taught math to Korean students in Hanoi, Vietnam from 1997 to 1998. She worked as a public school teacher for 14.5 years before coming to the United States to continue to pursue her professional development.

She entered the Foreign Language Education program at the University of Texas at Austin in 2002 and obtained her Master of Arts degree in 2004. Because of her deeper interests in the scholarship on second language teaching and learning, she was admitted to the doctoral program in Fall 2004. While she was in the same program, she taught Korean to undergraduate students from 2004 to 2005 at the University of Texas at Austin. She worked as a co-chair for the Texas Foreign Language Education Conference from 2006 to 2007.

Permanent address: Plaza Apt. 8-703, Garak-2Dong, Songpa-Gu, Seoul, Korea, 130-156
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